

Report of the Director
of Public Instruction
Bombay.

1865-66

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BOMBAY BRANCH
OF THE
ROYAL ASIATIC SOCIETY.
TOWN HALL, BOMBAY.





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REPORT

OF THE

DIRECTOR OF PUBLIC INSTRUCTION,

BOMBAY,

FOR THE YEAR 1865-66.

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Bombay:

PRINTED AT THE

EDUCATION SOCIETY'S PRESS, BYCULLA.

1866.



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REPORT

OF THE

DEPARTMENT OF PUBLIC INSTRUCTION IN THE BOMBAY PRESIDENCY

FOR THE YEAR 1865-66.

Mr. E. I. Howard, late Director of Public Instruction, having resigned his appointment on the 23rd of June 1865, Sir Alexander Grant, Principal of the Elphinstone College, was promoted to be Director of Public Instruction.

Changes in the Department.

2. Consequent on this promotion, Mr. K. M. Chatfield, B. A. of Corpus Christi College, Oxford, was appointed by Her Majesty's Secretary of State to be Principal of the Elphinstone College, and joined his appointment on the 29th of March 1866.

3. Dr. Martin Haug, Superintendent of Sanscrit Studies in the Poona College, in conformity with notice given by him last year, retired from his appointment on the 15th of January 1866.

4. Dr. Franz Kielhorn, of the University of Leipsic, was appointed by the Secretary of State to succeed Dr. Haug, and arrived in Bombay on the 27th of February 1866.

5. Owing to the decease of Mr. E. P. Steevenson, Head Master of the High School, Ahmedabad, and Principal of the Guzerat Provincial College, Mr. W. H. Smith, Principal of the Poona Vernacular College, was appointed to these vacancies.

6. Mr. A. Barrett, having been appointed by the Secretary of State to succeed Mr. Steevenson in his previous appointment of Head Master of the Elphinstone Institution (now styled Vice-Principal of the Elphinstone High School), joined his appointment on the 4th of August 1865.

7. On the promotion of Mr. W. H. Smith, Mr. Krishn

Shastri Chiplunkar was appointed Principal of the Poona Vernacular College (now styled the Poona Training College).

8. Mr. H. S. Bellairs having been previously appointed by the Secretary of State to be Head Master of the Belgaum (Sirdars') High School took up this appointment on the 16th of January 1866.

9. Mr. F. W. Wilson, previously Acting Head Master of the Belgaum High School, was then transferred to be Head Master of the Surat High School, an appointment which had been for several months vacant.

10. At the beginning of the official year Mr. Ramkrishna Gopal Bhandarkar, M. A. of the Bombay University, was appointed Head Master of the Rutnagherry High School in succession to Mr. G. Russell, resigned.

11. On the 1st of February 1866 Mr. Vithal Narayan Patak was appointed Head Master of the Dhoolia High School vice Mr. W. Burton, superseded.

12. On the 1st of October 1865 Mr. W. J. Jeaffreson, Principal of the Elphinstone High School, having proceeded to Europe on sick certificate, Mr. W. Draper, Assistant Educational Inspector, Central Division, was appointed to act in the vacant appointment.

13. On the 1st of February 1866 Mr. J. Nugent, C. S., was appointed to act as Assistant Educational Inspector C. D.

14. On the 14th of October 1865 Surgeon Major H. Giraud, M. D., having resigned the appointment of Principal in the Grant Medical College, was succeeded by Surgeon R. Haines, M. B.

15. On the 26th of April 1856, owing to the lamented decease of Dr. Haines, Assistant Surgeon W. G. Hunter was appointed to the vacant Principalship.

16. On the 16th of March 1866 Surgeon F. S. Stedman, Professor of Medicine in the Grant Medical College, having gone to Europe on sick leave, Assistant Surgeon A. N. Hojel was appointed to act in the vacant appointment.

17. In both the Marathi and Gujarati Translators' Offices changes have occurred, Mr. Mahadeo Govind Ranade, LL.B.,

having been appointed to act as Marathi Translator for Major T. Candy, gone to Europe on sick leave, and Rao Saheb Mahipatram Rupram Lilkhanth having been appointed Gujarati Translator vice Mr. T. B. Cufitis, previously promoted to be Educational Inspector. In short, the above list shows a remarkable disturbance during the year in the superior appointments of the department.

18. The actual expenditure during 1865-66 has been as follows :—

On what account.	From Imperial Funds.			From Local Funds.		
	Rs.	a.	p.	Rs.	a.	p.
Direction and subsidiary charges	* 46,809	3	2	280	0	0
Inspection and ditto	† 1,18,156	10	1	5,658	6	7
Instruction (including all Educational expenditure not coming under the above heads)	‡ 7,05,102	7	10	8,38,294	13	4
Total.... Rs.	8,70,068	5	1	8,44,233	3	11

19. The above table shows an increase upon last year's expenditure of Rs. 1,60,327-10-1 in Imperial Funds, and Rs. 3,49,951-15-3 in Local Funds.

20. The increase of expenditure from Local Funds is resolvable into—

1st—Receipts from Local Cess,

2nd—Do. from Fees,

3rd—Do. from Popular Contributions, as follows :—

* This includes salaries and travelling allowances drawn by the Director of Public Instruction and his establishment, also the amounts spent on contingencies, books issued gratis, and patronage of literature.

† This includes salaries drawn by Inspectors, Assistant Inspector, Deputy Inspectors, and Assistant Deputy Inspectors, and their respective establishments, also travelling allowances and contingencies.

‡ This includes salaries of Professors, Masters, &c., scholarships, expenses of the Book Department, Translation Department, grants for building school-houses, grants-in aid to private institutions, contingencies, charges from Dakshina Fund, and other miscellaneous charges.

Local Cess.

	1864-65.	1865-66.
Central Division Rs.	1,11,044 6 2	1,44,541 9 0
Northern do. „	98,541 5 10	1,55,502 11 11
Southern do. „	5,773 4 2	13,480 4 3
Total.....Rs.	2,15,359 0 2	3,13,524 9 2
Deduct Cess for 1864-65...	2,15,559 0 2	
Net Increase in 1865-66...Rs.	98,165	9 0

Fees.

	1864-65.	1865-66.
Central Division Rs.	81,128 12 7	96,354 12 4
Northern do. „	19,026 13 6	21,060 13 6
Southern do. „	8,022 3 3	10,228 2 6
Sind do. „	3,592 5 0	4,583 0 10
Total.....Rs.	1,11,770 2 4	1,32,226 13 2
Deduct Fees for 1864-65...	1,11,770 2 4	
Net Increase in 1865-66...Rs.	20,456	10 10

Popular Contributions.

	1864-65.	1865-66.
Central Division Rs.	35,720 6 10	52,806 15 5
Northern do. „	15,376 3 4	30,689 14 2
Southern do. „	12,474 4 7	23,316 7 9
Sind do. „	18,773 10 0	42,338 13 1
Total.....Rs.	82,344 8 9	1,49,152 2 5
Deduct Popular Contributions for 1864-65...	82,344 8 9	
Net Increase in 1865-66...Rs.	66,807	9 8

21. As the results of the educational expenditure in the Bombay Presidency we have as follows :—

Institutions.	Number on the Rolls.	Average Daily Attendance.
At Colleges affiliated to the University (i.e., Elphinstone, Poona, and Grant Medical Colleges, and Law School)...	279	267.4
At Colleges not affiliated (i.e., Guzerat Provincial)	46	34
At Higher Class Schools (i.e., Elphinstone, Poona, Ahmedabad, Belgaum, Surat, Rutnagherry, Dhoolia, Hyderabad, and Kurrachee)	1,741	1,576.5
At Middle Class Schools (i.e., First Grade and Second Grade Anglo-Vernacular Schools)	23,668	17,973.8
At Schools of the Lower Class (i.e., Vernacular or Primary, including Schools established from the Local Cess)	66,894	48,946.2
At Female Schools (i.e., one at Rutnagherry, one at Dhoolia, one at Sattara, seven in Ahmedabad, three in Surat, nine in Kaira Zillas, and eleven in the Kattiawar Province; some of which are more Classes)	1,036	695.3
At Normal Schools (i.e., Poona, Ahmedabad, Surat, Belgaum, Hyderabad, and Sukkur)	258	187.5
At other Schools for Special Education (i.e., Poona Civil Engineering College, and the Engineering School at Kurrachee)	80	73

The above table gives a rough aggregate of 94,002 scholars on the rolls, and an average daily attendance of 69,756.7.

These numbers being taken as divisors of the total expenditure (less the items of grants-in-aid) show an expense of Rs. 13-4-0 per head per annum for pupils on the rolls in educational institutions under the direct control of this department, with a cost of Rs. 17-13-9 per head for the average daily attendance during the year.

22. The grants-in-aid to Private Institutions have amounted during the year to Rs. 54,944-12-3. This sum has been awarded as follows :—

(a) *On the system of payment for results :—*

	Rs.	a.	p.
Indo-British Institution, Bombay ..	461	0	0
Convent School, Poona	1,505	0	0
Pensioners' School, Belgaum	410	0	0

(b) *Not on the system of payment for results :—*

Grants to Schools in connection with Sir			
Jamsetjee Jejeebhoy Parsee Benevolent			
Institution	6,000	0	0
Ditto to Schools of the Honourable			
Rustomjee Jamsetjee Jejeebhoy	3,500	0	0
Ditto to Sir Jamsetjee Jejeebhoy School			
of Art and Industry	19,302	15	2
Ditto to David Sassoon Industrial and Re-			
formatory Institution	6,211	0	11
Ditto to Sorabjee Furdoonjee Parak School			
of Art at Surat	1,000	0	0
Ditto to Kurrachee European and Indo-			
European Institution	960	0	0
Ditto to St. Patrick's School, Kurrachee..			
600	0	0	
Ditto to Bombay Education Society's			
Schools, Byculla	8,565	8	2
Ditto to Egutpoora School			
5,500	0	0	
Ditto to Marathi School at Kurrachee..			
29	4	0	
Ditto to Poona Female Schools			
900	0	0	
Rs...	54,944	12	3

The total number of pupils in these aided institutions has been 4,259, which number Government has had a share in educating, in addition to the pupils in its own schools, at a cost of Rs. 12-14-5 per head.

23. The result of the High School education in this department, as shown by the numbers matriculated in the University during the year, has been as follows :—

Institutions.	Number matriculated in December 1865.
Elphinstone High School	18
Poona High School	25
Ahmedabad High School	7
Surat High School	6
Belgaum High School	5
Rutnagherry High School	4
Dhoolia High School	4
Hydrabad High School	1
Total....	70

24. Besides the above, one student of the Broach English School, which is below the rank of High School, was matriculated.

25. The results of the Collegiate education in this department, as shown by the numbers who have passed the higher examinations during the year, are as follows :—

First Examination in Arts.

College.	Number passed.
Elphinstone College	13
Poona College.....	12

B.A. Degree.

Elphinstone College	10
Poona College.....	3

M.A., or Honours in Arts (entitling to M.A. Degree).

Elphinstone College	4
Poona College	1

First Examination for L.M.

Grant Medical College 1

Examination for Degree of L.M.

Grant Medical College 1

LL.B. Degree.

Government Law School 2

26. The increase of schools and scholars is shown as follows:—

Grades of Schools.	Number of Schools.				Number of Scholars.			
	1864-65.	1865-66.	Increase.	Decrease.	1864-65.	1865-66.	Increase.	Decrease.
High Schools..	9	9	..	..	2,181	1,741	..	440
Middle Class Schools	124	166	32	..	18,310	23,068	5,358	..
Lower Class Schools	922	1,108	186	..	49,273	66,894	17,621	..
Female Schools.	23	33	10	..	639	1,036	397	..
Normal Do. ..	6	6	..	..	166	258	92	..
Special Do. ..	1	2	1	..	67	80	13	..
Total	1,095	1,324	229	..	70,636	93,677	23,481	410

Total Increase..... } Schools..... 229
 } Scholars 23,041

27. This increase is resolvable into—

	Schools.	Scholars.
Increase in Central Division	76	10,003
Ditto in Northern Division	121	10,159
Ditto in Southern Division	31	2,689
Ditto in Sind	1	190

28. The operations of the Book Department during the Book Department. year have been as follows:—

The amount paid into the Treasury (including the adjustment made on account of books issued gratis, amounting to Rupees 1,962-2-0) is Rupees 98,904-9-4, against the sum of

Rupees 79,995-13-10 drawn. Of the sum drawn, Rupees 8,831-3-4 were expended on the "Encouragement Account," and therefore the sum drawn for the strict purposes of the Depôt is Rupees 71,164-10-6. The sum paid exceeds the sum drawn for purposes of Depôt by Rupees 27,739-14-10, i.e., more than one third the sum drawn.

29. The following is a table showing the sums drawn from and paid into Her Majesty's General Treasury by the Book Department during the last three years:—

Year.	Amount drawn.	Amount paid.
	Rs. a. p.	Rs. a. p.
1863-64.....	71,242 5 7	81,557 8 1
1864-65.....	80,117 2 11	93,756 2 3
1865-66.....	79,995 13 10	98,904 9 4

30. The following particulars will show the number and value of the books issued from the Central Book Depôt during the year:—

	Number of Copies.	Amount.
		Rs. a. p.
1. Books sold for cash in the Central Book Depôt	34,488	15,183 12 11
2. Books issued on credit ..	44,295	19,328 13 5
3. Books issued to the Subordinate Depôts for sale ..	273,049	81,173 4 8
4. Books issued for printing new editions	24	7 5 0
5. A copy of Jerdon's Birds of India, 3 vols., issued to the Government of Bombay, as per Director of Public Instruction's letter No. 1697, dated the 27th of January 1866	1	21 0 0
Total....	351,857	1,15,714 4 0

This shows an increase on the preceding year of 86,214 in the number of books issued, and of Rupees 26,235 in their value.

31. Out of the sum of Rupees 15,000 set apart for the encouragement of literature, Rupees 8,331-3-4 have been expended as follows :—

A.

Copyright and Printing of Books.

* Suras Kathegalu Sangraha.....	Rs.	1,350	0	0
Dhatu Kosha (a Dictionary of Sanscrit Roots).....	,,	2,150	9	4
Vrita Darpan (a work on Metres)	,,	300	0	0
Avas'adi Vidya (on Materia Medica) ...	,,	1,000	0	0
Rasayan Shastra (Textbook of Chemistry) ..	,,	1,431	8	0
Laghu Vyakaran (Elementary Marathi Grammar)	,,	500	0	0

B.

Purchase of Books.

* Bharat Champu Satik	Rs.	108	0	0
* Pingala Darsa	,,	280	0	0
* Arabi Bhashetil Suras va Chamatkarika Goshti, Bhag V. (Arabian Nights)...	,,	135	0	0
* Duncan's, Geography of India	,,	50	0	0
* Gayan Satak, Bhag III.	,,	63	12	0
* Vitra Ratnakar	,,	28	2	0
* Namartha bodha	,,	150	0	0
* Padya Ratnavali	,,	202	8	0
Jatibheda Viveksar (a work on Caste) ..	,,	150	0	0
* Sulochana ani Madhava (a Marathi Novel) ..	,,	475	0	0
Mukta Mala (a Marathi Novel, second edition)	,,	213	12	0
* Educational Record	,,	90	0	0

C.

Payments to Dasfur Hoshangji Jamaspji for his services in editing Zend and Pehlvi texts	,,	150	0	0
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32. The chief Resolutions of Government affecting the Resolutions of Government Educational Department during the year have been as follows :—

* The books marked thus were purchased under orders previously given by Mr. Howard.

(a) No. 459 of 17th July 1865, sanctioning a change in the functions of Poona Vernacular College, which is henceforth to be confined to the training of schoolmasters, and to be called the "Poona Training College."

(b) No. 684 of 14th October 1865, fixing the application of local educational funds to primary education in the first instance.

(c) No. 91 of 10th February 1865, sanctioning provisional revised rules for grants-in-aid on the system of payment for results.

Alterations in the department introduced by the Director of Public Instruction.

33. The chief alterations in the department introduced by the Director have been as follows:—

(a) A rule excluding all unmatriculated students from the Arts Colleges.

(b) A rule laying down a standard for entrance into High Schools.

34. The above paragraphs contain a statistical summary of the operations of the Department of Public Instruction during the year 1865-66; on these I will now submit the following observations:—

The department has suffered two great losses during the year—*first*, in the lamented decease of Surgeon R. Haines, M.B., Principal of the Grant Medical College. This gentleman was the acknowledged possessor of high scientific attainments, and of every qualification for the government of the Medical College. After seventeen years of assiduous and uninterrupted service in this Presidency, he had just attained a position for which he was eminently suited, when his valuable life was cut short. *Secondly*, in the departure from India (after six years' service) of Dr. Martin Haug, Superintendent of Sanskrit Studies in the Poona College. Dr. Haug's retirement will be especially felt by the Parsee community, by whom he was looked up to as an authority on questions relating to their sacred books, and to whom he

Changes in the Personnel of the Department.

had become a leader and guide in the scientific study of Zend philology.

35. Passing from these two losses, which are matter for regret, the numerous changes which have occurred have on the whole tended to the consolidation of the department, of which it is to be hoped that the benefits may be subsequently discernible. One principle has now come clearly to light, namely, that the best native graduates of the Bombay University are more efficient as educational officers, especially as masters of Second Grade High Schools, than the general run of the certificated schoolmasters, and other persons below the rank of gentleman who have been occasionally appointed.

36. On the other hand, it is equally clear that this department will degenerate unless its higher appointments continue to be held by Europeans characterized by cultivation and learning. I would humbly call the attention of Government to the Directory of this department, which is now annually prepared with great care, and which naturally suggests a division of the higher educational appointments from the main body of the service. It is, I think, a question of great importance, well worthy the consideration of Government, whether these few appointments (altogether less than thirty in number) might not be either amalgamated with, or else placed on an analogous footing with, the Covenanted Civil Service. There is only one point on which, as Director of Public Instruction, I should be inclined to feel uneasy about the future of the department, and that is the uncertainty which must attach, under the present system, to appointments of educational officers made by the Secretary of State. No general discussion on Indian affairs takes place in the British Parliament without some reference to the importance of the educational operations carried on by Government in this country, and yet no steps whatever have been taken to secure for the Departments of Public Instruction, as for the Covenanted Civil Service, a supply of officers fitly qualified. The number of Englishmen required for this

service is very small. Any person of superior qualifications who may be sent out has an almost boundless field of usefulness opened to him, and any incompetent person, on the other hand, is a dead weight and a drag upon the progress of the country. And yet, partly owing to the unattractive conditions offered, and partly owing to the want of any method in the selection of candidates for the Educational Service, we have no guarantee that a proper standard of men for Principals, Professors, Educational Inspectors, and High School Masters will be kept up. And this must be a source of uneasiness to one to whom the department is a care.

37. In making these general remarks, which I submit with all deference, I beg at the same time to acknowledge with gratitude the appointments by the Secretary of State, during the past year, of Mr. K. M. Chatfield to be Principal of the Elphinstone College, and of Dr. F. Kielhorn to be Superintendent of Sanskrit Studies in the Poona College. Both these gentlemen are highly qualified for the appointments conferred upon them, and will add a great strength to the department.

38. A total increase of expenditure on the previous year has been above shown (in paragraph 18) of Rupees 5,10,279-9-4, resolvable into Rupees 1,60,327-10-1 increase of expenditure from imperial funds, and Rupees 3,49,951-15-3 increase of expenditure from local funds (*i.e.*, produce of local cess, fees, and popular contributions). This proportion will probably be considered satisfactory.

39. As a general result of this additional expenditure, we have an increase of altogether 229 schools, of various grades, and of 23,041 scholars. A large proportion of the expenditure both from imperial and local sources which has been set down has gone to the erection of school-houses in various parts of the Presidency. This item is characteristic of the era of expansion at which public instruction in this Presidency has now arrived. So, although, following the custom of Bengal Educational Reports, I have divided the expenditure roughly into the cost per head of the pupils

under instruction, it must be remembered that much of the outlay has gone to provide for the accommodation of additional pupils in future years.

40. One main cause of the school extension now taking

Local Cess.

place in Western India has been the institution of a local cess for educational purposes in twelve collectorates of the Presidency, viz., Ahmedabad, Surat, Kaira, Khandeish, Sattara, Tanna, Poona, Rutnagherry, Belgaum, Dharwar, Canara, and Kulladglhee. This cess, having been imposed at a time of great agricultural prosperity, appears not to have been unpopular with the people. The Educational Inspectors report on it as follows:—

“That this cess is popular with the people, and that they recognize the advantages to be derived from its judicious administration, would appear from the fact that in several places where it has not hitherto been levied the people have come forward and volunteered to pay it. This has been the case in some villages of the Nusserapoor Talooka of the Tanna Collectorate, and in several detached villages of the Poona Collectorate.” (See Appendix A, 1, p. 7.)

“This year we have had the full benefit of the local cess, which has enabled us to open a large number of Vernacular Schools, and to erect school-houses in places where they were most urgently required, as mentioned above. The cess is, I believe, paid willingly, and the people appear to be fully alive to the benefits to be derived from it; and from the large increase in the number of scholars it is evident that they are determined to avail themselves of its benefits to the utmost.” (Appendix A, 2, p. 45.)

“The educational progress of the Deccan and Guzerat can only be emulated in this” (the Southern) “Division when a local cess is available for schools here, as there.” (Appendix A, 3, p. 48.)

41. The local cess has not only produced large additional funds for educational purposes, without any call upon the imperial revenues, but has also stirred up a spirit of interest in education throughout the country, the local funds being

placed at the disposal of talooka and zilla committees, subject to joint sanction from the Revenue Commissioner and the Director of Public Instruction. These committees have been set to consider and make known the educational wants of their own talookas and districts. At first there was a tendency in the local committees to seek the extension of English or Middle Class Schools, to the neglect of Vernacular or Lower Class Schools. This course, if followed out, would have caused a misappropriation of the local funds, which, having been entirely subscribed by the cultivator class, should in the first instance have been applied to the establishment of Vernacular or Village Schools, such as the children of the ryot would attend. A Resolution of Government, No. 684, dated 14th October 1865 (which is referred to above in paragraph 32, and quoted in Appendix D, page 164), has authoritatively settled this point, and now no assignments of local funds to English education are sanctioned in this office unless the Collector of the district in question can furnish a certificate that the educational wants of the district as regards Primary Schools have been supplied as far as possible.

42. To the reader of an educational report the question will naturally suggest itself, what is the real character of the instruction given? Without some notion on this subject numerical statistics must always remain unsatisfactory. My own criterion on the matter is this:—I have complete faith in the standards of the Bombay University, and as the different grades of the departmental schools are subordinated, so as to lead up to the University standards, I consider each school satisfactory in accordance as it fulfils its proper and defined functions. I would here beg to refer to the Reports of the Dakshina Fellows of Elphinstone and Poona Colleges, contained in Appendix B. These Reports, which are evidently written in haste, without premeditation, seem to me to indicate that the Masters of Arts and Bachelors of Arts by whom they are submitted have received a good mental training, and that they have recently gone

Quality of instruction
given.

through studies of a high and creditable kind. Such young men are well prepared in general culture for many important positions in life, and this preparation is the highest end at which the department aims. The inferior examinations in the University form a valuable criterion of lower qualifications. The men who have passed the First Examination in Arts are well suited for assistant masterships in High Schools, and for many analogous positions. The men who have passed the University Entrance Examination are guaranteed as possessing a good general and grammatical knowledge of English and their own vernacular, of ordinary mathematics, and of the outlines of history, geography, and natural philosophy.

43. While thus accepting the landmarks afforded us by the University standards, we have endeavoured of late to organize our schools in graduated subordination to them. By a recent order of this office, none but matriculated students are permitted to enter the Government Colleges. The Colleges, therefore, have now the sole function of preparing students for the University degrees, while it is the function of High Schools to prepare boys for the matriculation examination. In order to define on its lower side the province of the High Schools, and in order to prevent the time of highly-paid High School masters from being wasted on teaching boys the mere rudiments of knowledge, we have recently laid down a standard of examination for entrance into High Schools (see my letter No. 802, dated 16th September 1865, in Appendix G, page 188). This High School entrance standard gives a definite aim to the Anglo-Vernacular or Middle Class Schools. The Middle Class School is defined to be one in which, being inferior to the High School, some English is taught; its function used to be generally the preparation of boys for clerkships or other small appointments, but it has now the additional function of definite preparation for the High School, thus leading up to the University course.

44. Our organization has hitherto stopped at this point, but it is thought expedient to go further. The great desire among the people for their children to be taught a little English leads them to press boys into the Anglo-Vernacular Schools before they have learnt the rudiments of grammar, or of other knowledge, in their own language. It is therefore now proposed to lay down a standard of examination in the respective vernacular languages to be passed by boys before they can be admitted into the Anglo-Vernacular Schools. The standard to be adopted will require careful consultation with the Educational Inspectors, but it is thought that the general principle is a good one, for it will enable us to use the people's wide-spread desire for English as a lever to raise the vernacular education of the country.

45. The Reports of Educational Inspectors have necessarily an element of uncertainty in them, as different men will naturally take different views, and will vary in severity or indulgence of judgment. To eliminate, as far as possible, this uncertainty, it has been determined to adopt in school inspections the standards laid down in the Provisional Revised Rules for Grant-in-Aid (see Appendix E, page 167, on which further remarks will be submitted subsequently). Instead, therefore, of the "general impressions" of Inspectors or Deputy Inspectors, each Report will henceforth contain a return of boys passed under the several prescribed standards. We shall thus be enabled not only to compare all Government Schools with one another, but also to state in precise terms the relative efficiency of Governmental and Missionary Schools. It is thought that Educational Inspectors, by constant practice in examining under the different standards, will attain great accuracy in their application.

46. The Government Arts Colleges (Elphinstone and Poona) are in a good condition as regards discipline and teaching, and the humanizing influence which they exercise. Poona College has begun to gain on Elphinstone College both in numbers and University successes. This is owing partly to the efficient condition of the Poona High School, partly to the appreciation of literary education among the Brahmans of the Deccan. It is a source of regret that Elphinstone College remains stationary in point of numbers. This I attribute partly to the recent disturbed condition of the popular mind in Bombay (on account of commercial excitement), which has been unfavourable to educational development, but especially I attribute it to the general want of feeling for literature among the Parsees, who, with all their stirring and energetic qualities, and their Europeanizing tendencies, seem to have hardly any ideas for their children beyond the desk or the counter. Except two grandsons of the Honourable Mr. Framjee Nusserwanjee Patel, there is, I think, no scion of any leading Parsee family under collegiate instruction. Looking at the matter broadly, we find that out of about one hundred students who passed the matriculation examination last year, about fifty joined the Government Colleges, the rest having for the most part accepted schoolmasterships and other small appointments. If the same average were continued, about twenty-five students per annum only would enter each of the Government Arts Colleges, which would give an attendance for the three years' course at each of the Colleges of about seventy-five or eighty students.

47. But the great encouragements recently held out to University Graduates by His Excellency the Governor of Bombay in Council, and by the High Court, will doubtless prove a powerful stimulant towards increasing the number of collegiate students. I refer in particular (1st) to a Circular letter from the Govern-

Remarks on the present
state of Educational In-
stitutions :—

(a) Colleges.

Encouragements af-
forded by Government
and the High Court to
Collegiate Education.

ment to the Revenue Commissioner, No. 4481, dated 31st October 1865, requesting that Mamludars' appointments may be, as far as possible, conferred on Bachelors of Arts; (2ndly) to the appointment by His Excellency in Council of a Deputy Educational Inspector in the Belgaum Sub-Division to be Deputy Collector; (3rdly) to a Resolution of Her Majesty's Honourable Bench of Justices dated 22nd June 1866, No. 932, admitting Bachelors of Laws, under certain conditions, to practise as Advocates on the Original side of the High Court; (4thly) to the recent appointment by Government of a Bachelor of Laws to act as Judge in the Court of Small Causes. These encouragements will do more than anything which this department could possibly effect, to promote higher education in the Presidency.

48. The numerical prosperity of the Colleges, and, through them, of the University of Bombay, will thus entirely depend on the number of students who pass the matriculation examination—in other words, on the efficiency of the High Schools. I have shown above (paragraph 23) 70 as the aggregate number of matriculations from our High Schools in 1865-66. This stands against 49 in 1864-65, 24 in 1863-64, 10 in 1862-63, 5 in 1861-62, 8 in 1860-61, and 0 in the two first years of the University examinations. Such progress is, so far as it goes, satisfactory, but it rather points to the utter weakness of our High Schools in former years than to any great strength in their present condition. Every High School that is worthy of the name ought to matriculate at least twenty boys every year, and large schools, like the Elphinstone and Poona High Schools, ought to pass annually about double that number. Our nine High Schools ought thus to give us more than two hundred matriculations each year, though I fear this result will not be realized for some time.

49. Even were the High Schools more universally efficient than they are at present as manufacturing factories of matriculated students, I

Want of Classical spirit
in High Schools.

should not be satisfied with this result. The High Schools, in order to play their part, require to be characterized by a literary and classical spirit, such as we find in the great public schools in England. They should send up boys to the Colleges not only just able to pass the University entrance examination, but also imbued with a fair amount of English literature, and thoroughly grounded in the rudiments of Sanskrit or Latin. At present, owing to the meagre preparation given in the High Schools, the strain upon our College students, in endeavouring within three years to qualify themselves for the B. A. Examination, is too great. On this point I would refer to the remarks made by Professor Hughlings in his Report upon Elphinstone College (Appendix B, 1). Towards introducing a better state of things, much care and attention in this department will be necessary. I have solicited Government to sanction, at a slight increase of expense, better establishments of assistant masters in High Schools, and I trust that this aid in the work will be afforded.

50. Of all our High Schools that of POONA is in the most satisfactory condition (see the Report of the Educational Inspector, Central Division, in Appendix A, 1). The results of the matriculation examination, and the general discipline and management of the schools, reflect much credit on Mr. Kirkham, the Head Master. ELPHINSTONE High School has suffered from the agitations of the share-mania in Bombay, from numerous changes in its staff of masters, and from the unliterary tendencies of Parsees and Parbhooos, and other non-Brahmanical castes, who form the main bulk of the pupils. This school requires a strong hand to reduce it to a proper state of discipline. The High Schools of AHMEDABAD and SURAT are in a poor and backward condition. One of the chief difficulties they have to contend with is the want of Gujarati Graduates to be employed as teachers. Only five Gujarati Hindoos have as yet graduated in the University of Bombay, of whom one is engaged in mercantile pursuits and one is deceased. BELGAUM (Sirdars') High

Remarks on the several
High Schools of the Pre-
sidency.

School has hitherto been chronically depressed by the privilege claimed by the neighbouring sirdars of nominating boys for admission, without regard to their previous preparation. But this claim has now been waived, and henceforth the standard of the High School entrance examination is to be enforced. RUTNAGHERRY High School had been thoroughly disorganized by the late Head Master, a certificated schoolmaster who was sent out from England four years ago with the highest testimonials, but who proved quite incompetent for his novel duties. The regeneration of the school has been vigorously commenced by Mr. Ramkrishna Gopal Bhandarkar, M. A. of the University of Bombay, to whom much credit is due for his year's administration. DHOOLIA High School was up to February last mismanaged by its European Head Master (formerly a private soldier in the Inniskilling Dragoons); it has now been placed under Mr. Vitthal Patak, M.A., a pupil of the Reverend Dr. Wilson, and from his administration a speedy improvement of the school is looked for. The HYDRABAD and KURRACHEE High Schools are really Middle Class Schools, with a small High School element in each. Superior education in the province of Sind is as yet quite incipient.

51. The High Schools require not only improved organization from within, but also to be furnished from without with adequate feeders in the shape of efficient First Grade Anglo-Vernacular Schools, educating up to the High School entrance standard. With this view, I have solicited Government to sanction the reorganization of nineteen of these schools in different parts of the Presidency, with the following establishments for each :—

	Salary.
Head Master.....per mensem	Rs. 100 0 0
First Assistant	„ 50 0 0
Second ditto	„ 40 0 0
Third ditto	„ 30 0 0
Rupees....	220 0 0

The First Grade Anglo-Vernacular Schools are at present twenty-five in number, two having been added (at Callian and in the City of Poona) during the past year. Both these have as yet been self-supported out of the fees of pupils at the rate of one rupee per head, and both are remarkable indications of the desire of the people for instruction in English. The Poona City School sprang up from the operation of the entrance examination in Poona High School. The boys who were eliminated from the High School by this standard (about eighty in number) formed the nucleus of a new flourishing First Grade Anglo-Vernacular School, which within six months consisted of more than two hundred and fifty boys, and which well deserves a little improvement by means of aid from the imperial grant. Four of our First Grade Anglo-Vernacular Schools (at Neriad, Broach, Rajkote, and Carwar) are adequately established at present, the remaining nineteen require reorganization on the scale above mentioned.

52. The operation of the local cess has given us an increase of 229 in the number of these schools, and of 23,041 in the number of scholars during the year. In Guzerat I was impressed with the vitality of primary education, and was pleased to find that boys belonging to the cultivator class were beginning to attend the Vernacular Schools in considerable numbers. But I am not yet in a position to pronounce from personal knowledge on the primary education of the Presidency. Two points in the subject are clear—first, that in order to form a judgment we require more definite standards of examination; secondly, that in order to improve the teaching of the Native Masters we require an enlargement and improvement of our training establishments.

53. Passing now from general to special education, I have to report that the GRANT MEDICAL COLLEGE remains in a depressed condition in point of numbers, owing to the unfavourable conditions offered to the Native Medical Service.

The time is not arrived for natives to study European Medicine solely with a view to private practice, and at present Law and Civil Engineering, and even general education (leading to Revenue appointments and posts in the Department of Public Instruction), offer prospects far superior to those of the Native Medical Service. The result is that during the year only twenty matriculated students have been in attendance at the Grant College. The GOVERNMENT LAW SCHOOL has been well attended. Two of its pupils have passed the LL.B. Examination, with Honours, and the future of this collegiate institution, under the encouragements recently held out by the Judges of the High Court, seems well assured. The POONA CIVIL ENGINEERING COLLEGE was, at the close of the year under report, affiliated by the University of Bombay, and at the same time a degree of Licentiate of Civil Engineering was opened for matriculated students. This College is now entering upon a new era of its existence, and will be anxiously looked to for a supply of persons qualified to assist in carrying out numerous local public works throughout the Presidency.

54. As a point of general interest, I beg humbly to refer to my letter to Government (Appendix G, page 185) on the Poona "Vernacular College," as it used to be called, in which the experiment was made (but without success) of combining the teaching of higher subjects, through the medium of the Marathi language, with the ordinary functions of a Normal School. Government, concurring in the views expressed, were pleased to sanction the limiting the functions of this institution (under the name of the "Poona Training College") to the preparation of schoolmasters. Subsequently I have made analogous proposals with regard to the "Ahmedabad Vernacular College," in which a similar experiment appeared to have failed equally. I am humbly of opinion that it is an anachronism to attempt Vernacular Colleges for Western learning at the present day. Such Colleges will only be possible when large numbers, and per-

(f) Training Colleges
and Normal Schools.

haps several generations, of scholars have been habituated to think and express themselves on scientific subjects in the vernacular languages. The training of native schoolmasters in Normal Schools and Training Colleges is such an important matter that we cannot afford to allow any diversion of the energies of those to whom the task is intrusted. The institutions of this kind at Poona and Ahmedabad are working fairly. Those recently established at Belgaum and Hyderabad have made a good beginning.

55. I have recorded above (paragraph 26) an increase during the year of 10 Female Schools and 397 pupils. But when we compare the total number of female pupils on the rolls in Government Schools, namely, 1,036, with the average daily attendance, namely 695·3, the unsatisfactory character of most of these institutions must be at once inferred. The first characteristic of our Girls' Schools is extreme irregularity of attendance; the second is that they are in reality Infant Schools, in which it appears to me that the great bulk of the children, being very young, sit looking on, while a few girls at the top of the school receive a little instruction. In submitting this general observation I must, however, refer to Mr. Curtis's Report, paragraph 25 (Appendix A, 2, page 42), in which a favourable view is taken of the prospects of female education in Guzerat. Some of the private Girls' Schools (under inspection), and especially the Roychund Deepchund School at Surat, are exceptions to my general remark. Captain Waddington (Appendix A, 1, page 23) reports favourably of the (private) Parsee Girls' Schools attached to Sir Jamsetjee Jejeebhoy's Benevolent Institution. Female education, which is of course closely connected with different phases of social and religious feeling, is better received among some castes of the people than others, and as yet it shows more signs of flourishing among the Parsees of Bombay and the Banias of Guzerat than among the more literary Brahman communities of the Deccan or Concan. Looking at the question broadly, I am afraid it must be asserted that the

public education, (properly so called) of women is incompatible with the system of infant marriages, and with many existing prejudices of the people on the most delicate subjects. I think that the education and civilization of the male portion of the people in India, together with the example of the European community, will inevitably bring in the education of the women of India, but that this result will be very gradual, and will be subsequent to many important social changes. In the meanwhile I am humbly of opinion that private and missionary exertion may do much to help on the cause, but that Government is precluded from taking any prominent steps to accelerate the movement.

56. The year under report shows no change in the number of Private Institutions that have actually received aid from Government. But it will remain as a fact in the history of this department that in the year 1865-66 as many as 31 private institutions, for the most part supported by different missionary bodies, have for the first time applied to Government for aid, which will be accorded to them during the current year, under our Provisional Revised Rules for Grants-in-Aid under the system of payment for results. This system, in supersession of former arrangements, was introduced by Government, at the recommendation of my predecessor, on the 26th of November 1863. The principle of payment for results, on its announcement, was cordially accepted by the missionary bodies, who considered that it would imply less intrusion into the details of their school management, on the part of inspecting officers, than any other system of conditions for grants-in-aid that could be devised. But they objected to the particular terms offered by Mr. Howard, which they considered so illiberal as to make it not worth while to offer their schools for inspection under the rules in question. Mr. Howard's standards of examination and schedules of payment had been experimentally drawn up, with the express view to their being revised after experience of their working. While acting for Mr. Howard, in July 1864, I held

a conference with the leading missionaries and managers of Private Schools, after which I submitted a new set of rules, and these, with some slight modifications, received the sanction of Government in February 1866. The present revised rules (which are given in Appendix E, page 167) are based on a computation of what would be necessary, to allow any school which was in an efficient condition to receive from the State about one-third of its expenses on account of secular instruction. A reference to Appendix F, in which is given a table of the applications for grants-in-aid actually received, will afford some anticipation of the working of the system. This table shows the amount which would be payable if every pupil passed in every head of the standard under which he was presented. As, however, the examinations will be strict, it can scarcely be expected that more than half of this maximum amount will actually be obtained by the institutions in question. The total cost of secular instruction in these institutions is returned as Rs. 1,06,296-5-7, and I estimate that they will obtain about Rs. 21,792 for the performances of their pupils, that is, little more than one-fifth of their total cost on account of secular instruction. It will always be in the power of school managers to increase the amount of their grants by increasing the efficiency of their schools, but it will require the attainment of great perfection to enable a school to get from Government more than one-third of its cost. Such is the principle on which the new system is based. It is a system which, as I have said, is popular with the missionaries, as implying the minimum of interference, and it is also satisfactory to this department, as implying the maximum of accuracy in the reports of inspecting officers. I am as yet only able to report on it by anticipation.

57. In accordance with Article 14 of the Provisional Revised Rules, I proceed here to mention the case of an application for a grant-in-aid, which, after due consideration, was refused by this office. The school for which appli-

Refusal of Grant-in-Aid.

cation was made is kept in Poona by a Mrs. Kemp. The ground of refusal was the want of the element of permanence, there not appearing sufficient prospect of the school being continued to warrant the expenditure of imperial funds upon it.

58. The operations of the Central Book Depôt are sufficiently shown above (paragraphs 18 to 31). It will be seen that the school-book department has not only paid its own expenses during the year, but has also covered an additional sum of Rupees 8,831-3-4 drawn out of the Treasury from the amount sanctioned for the encouragement of literature, and has left a small margin of actual profit to Government. This result is creditable to the Curator under whose management it has been arrived at. The separation of the "Encouragement Fund" (Rupees 15,000 per annum) from the general accounts of the Book Depôt, which was ordered by Government in 1864, gives great clearness to our operations. Of the "Encouragement Fund," Rupees 150 per mensem (Rupees 1,800 per annum) are now paid to the Dastur Hoshangji Jamaspji for certain work prescribed to him, on the recommendation of Dr. Haug, in the editing of Zend and Pehlvi texts. The remainder is available for the patronage of literature of all kinds. The chief works patronized during the year have been two Marathi text-books on Chemistry and Materia Medica, a school-book on the Sanskrit Roots of Marathi words, a book on Metres, and a small Marathi Grammar; the copyright of these books has been purchased for the department. A few copies of some story-books, plays, and translations from the Sanskrit have been bought. Several works in different languages submitted for patronage have been rejected by this office; some were indelicate in subject or treatment, others were insipid stories or plays, one was an elaborate but useless commentary on a Marathi poem, some were unscholarlike editions of Sanskrit works, some were mere Vernacular keys to the English school-books. On the whole, the year under record has

been barren of creditable vernacular productions. Native authorship for the present seems to have lost its bearings. The minds of the best-educated young men are in a receptive attitude, and are too much taken up with the task of assimilating European ideas, to be disposed for creative works, and those who attempt writing seem a little perplexed between Western and Oriental points of view. Thus the endeavour to adopt the European form of novel to the incidents and characters of Hindoo life has produced some rather curious results. The book belonging to the present transition period which has obtained most marked success, is Mr. Krishna Shastri Chiplunkar's translation of the Arabian Nights Entertainments. This book, which is written in the best Marathi prose that has as yet been produced, is eagerly read by all classes of the people. The character of the stories, and the picture of Eastern life which they contain, render it more easy of comprehension to the native community than any purely European fiction could be.

59. During the past year, for the first time, an attempt has been made by this department (under the orders of Government) to obtain a complete list of all the Native Books, Pamphlets, and Newspapers, which have been printed in this Presidency. The attempt has as yet been only partially successful. The Deputy Educational Inspectors were directed to apply to the managers of the different printing-presses for lists of the publications which they had issued. But the lists furnished were very defective, partly owing to want of records in the printing-presses, partly to apathy or suspicion in the managers, partly to the novelty of the whole work. Making the best I could of the materials furnished, I drew up and submitted to Government a printed catalogue of 899 publications in the different languages of the Presidency. At the same time I applied to various scholars (both European and Native) for supplementary lists for the revision and enlargement of my catalogue. Several valuable contributions of this kind have now been

received, and I trust that a tolerably complete record of existing Native publications on this side of India will soon be brought out. It has been suggested that an Act of the Legislature should be passed for recording and preserving copies of all Native works for the future. The Royal Asiatic Society, who moved the Secretary of State to order the abovementioned catalogue, will, I think, be a little disappointed with the result, as far as this Presidency is concerned. The list of editions of Sanskrit works is meagre, and of little value for scholars, and the staple of printed Vernacular literature seems to consist of hymns to the various gods; astrology; palmistry; prognostications from the fall of a lizard on the various parts of the body; treatises "on the greatness of Saturn," and on "the sacredness of the eleventh day of the month," and the like.

60. Great impulse has been given of late to the study of Sanskrit in this Presidency—1stly, by the excellent Professors of the language in Elphinstone and Poona Colleges; 2ndly, by the University rule requiring this or some other classical language to be brought up for the Arts Examinations; 3rdly, by the foundation of the Bhugwandass Purshotumdass Sanskrit Scholarship for Bachelors of Arts; 4thly, by the publication of a First Sanskrit Book by Mr. Ramkrishna Gopal Bhandarkar, M.A.; 5thly, by the liberality of Mr. Vinayakrao Sunkersett, who has recently founded two annual Sanskrit Scholarships, styled, in honour of his late father's memory, the Juggonath Sunkersett Scholarships, which are to be contended for in connection with the University Matriculation Examination. Soon every High School in this department will be a school for Sanskrit scholarship. And this will be a great advantage, for Sanskrit studied according to the European method, and in conjunction with English, cannot fail to strengthen the minds of Native students.

61. In connection with this subject, I beg to call attention to a letter from Professors Bühler and Kielhorn (subjoined in Appendix H).

Scheme of Professors
Bühler and Kielhorn.

page 196) proposing a series of Sanskrit Classics to be brought out by themselves and by Native Sanskritists under their superintendence. This excellent proposal is now being carried out, and it will, I trust, result in furnishing us with good and cheap texts of Sanskrit classics to be used in our High Schools and Colleges, and possibly to be adopted by educational institutions elsewhere.

62. My history of the educational year would be incomplete were I to omit to mention that much attention has been called to the departmental system of accounts, which dates from the first introduction of an educational budget in 1861. The characteristic of the system is that it throws the whole burden of keeping the accounts on the Educational Inspectors, thus occupying their time with duties which are really alien from their proper functions. Active school inspection has been much interfered with by the amount of office work which has been created, and the system is also full of minor complications. The late Honourable Mr. Stewart Gordon, as Reviser of Establishments, proposed to relieve the Educational Inspectors of this burden, by arrangements which should transfer the educational accounts to the care of the local revenue officers. Afterwards the subject was taken up by Mr. Foster, who recommended that the accounts of the department should be made up in the office of the Director of Public Instruction. Mr. Foster's scheme was coupled with a proposal that the local educational funds of the Presidency, amounting, as we have seen (paragraph 18) to Rupees 8,44,233-3-11, should be treated, by a sort of fiction, as a grant from the imperial revenue. The Accountant General, minuting upon Mr. Foster's scheme, recommended that no change should be made in the present system, as that system had been accompanied by great educational progress in the Presidency. I believe the matter to be still under consideration, and I trust that some change will ultimately be sanctioned; for I think that educational pro-

System of Accounts in
the Department of Public
Instruction.

gress, so far from having been caused by the present system of accounts, has been to some extent impeded by it.

63. Among newly introduced plans, one of the most useful, I think, has been the calling together of educational officers during the rains at Poona; I trust that these meetings may be annually continued. They are productive of much mutual understanding among us, and will always tend to improve the details of our administration. It is a matter of regret with me that the Educational Inspector in Sind (owing to the pressure of his other duties as Assistant Commissioner) is unable to join our conferences. His absence from them will, I fear, tend to prolong the present condition of Sind in relation to this department, namely, that it is, as far as education is concerned, a sort of Non-Regulation Province.

64. In concluding my Report, I beg to refer, for the filling in of many parts in the sketch which it contains, to the subjoined able Reports of Educational Inspectors. Principals, and Professors, and I beg at the same time to express to Government my acknowledgements of the zealous and efficient coöperation I have received from officers in all branches of the department.

A. GRANT,

Director of Public Instruction.

Poona, September 4th, 1866.

APPENDIX A.

REPORTS OF THE EDUCATIONAL INSPECTORS.

1. Report by Captain T. WADDINGTON, Educational Inspector
Central Division, for 1865-66.
2. Report by T. B. CURTIS, Esq., Educational Inspector
Northern Division, for 1865-66.
3. Report by W. A. RUSSELL, Esq., Educational Inspector
Southern Division, for 1865-66.
4. Report by J. G. MOORE, Esq., Educational Inspector in
Sind, for 1865-66.

1. REPORT BY CAPTAIN T. WADDINGTON, EDUCATIONAL INSPECTOR CENTRAL DIVISION, FOR 1865-66.

No 342 OF 1866-67.

Mahableswar :
Office of the Educational Inspector C. D.,
13th June 1866.

TO THE DIRECTOR OF PUBLIC INSTRUCTION,
Bombay.

SIR,—I have the honour to forward my annual Report on the state and progress of education in the Central Division for the year ending the 30th of April 1866.

2. The extent of the Division has undergone no change during the year, nor has there been any change in that of the different Sub-Divisions.

3. The Division has been under my charge during the whole of the year under report. In June I visited Sattara, and examined the English and Vernacular Schools in that city, and thence proceeded to Poona for the rains. In September I went to Bombay on business connected with the Book Depôt, and early in October travelled to Nuggur, inspecting Vernacular Schools *en route*. I carefully examined all the schools, both English and Vernacular, at Nuggur and in its neighbourhood, and returned to Poona in the middle of November. On the 20th of that month I proceeded on a tour of inspection to Khandeish, which occupied me till the middle of December. Till the end of that month I was engaged in the annual examination of the Poona High School. In January I made a short tour to Sholapur and in the Poona Districts, and during February and the greater part of March inspected the schools, both Government and Private, in the island of Bombay. During this time I also made a trip to Rutnagherry, and examined the High and Vernacular Schools there, and visited some of the Vernacular Schools in the Tanna Collectorate. In the course of the year I have personally inspected and carefully examined schools as follows:—

Government.

4	High Schools.	
6	First Grade Anglo-Vernacular Schools	} Middle Class.
13	Second Grade Anglo-Vernacular Schools	
14	Primary Schools.	
1	Girls' School.	

 38

Private.

1	High School.	
1	First Grade Anglo-Vernacular Schools	} Middle Class.
2	Second Grade Anglo-Vernacular Schools	
3	Primary Schools.	
5	Girls' Schools.	

 12

 50

4. Mr. Draper held the appointment of Assistant Inspector till the 1st of February 1866, but from the 21st of October he performed the duties of Acting Principal of the Elphinstone High School in addition to his own. He was consequently obliged to confine his inspection to schools situated in the island of Bombay or within easy reach of it. From the 1st of February he was relieved of the work of Assistant Inspector by Mr. J. Nugent, a young Civilian, who continues to act in the appointment at the close of the year. He was occupied in the Sattara Collectorate throughout, and has rendered me most zealous and efficient service. Schools as below were examined by these gentlemen:—

By whom examined.	First Grade Anglo-Vernacular.	Second Grade Anglo-Vernacular.	Primary.	Total.
Mr. Draper.	3	4	30	37
Mr. Nugent	1	6	29	36

5. The subordinate inspecting staff has undergone many and important changes during the year, both by the transfer and resignation &c. of old officers, and by the appointment of new and additional ones. For the Poona Sub-Division an Assistant Deputy

Inspector having been sanctioned, Mr. Gungadhur Ramchundra Tilluk, an old and experienced schoolmaster, was selected for the post, and joined the appointment at the end of June. He has been of great service to Rao Sahib Narayan Bhai. To Sattara, owing to the large increase in the number of schools since the educational cess has become available, I thought it advisable to transfer Rao Sahib Narayan Vishnoo Paput, the Deputy of the Nuggur Sub-Division, and to appoint as his Assistant Mr. Wamon Rao Agurker, who had not given satisfaction in the more responsible post of Deputy. Similarly in Tanna, the Deputy, Mr. Ramchundra Vinayek Oak, being found quite unfit for the place, Mr. Vishnoo Balkrishna Sohonce, Head Master of the English School at Indore, and an old servant of the department, was appointed Deputy, with Mr. Ramchundra Vinayek as his Assistant, and took charge of his appointment in June 1865. In Khandeish a new Assistant, Mr. Krishnajeo Luxumon Datar, has been appointed, and in February 1866 Rao Sahib Cassinath Mahadeo Thatte having resigned the appointment of Deputy, Mr. Shreekrishna Shastree Tulleker, a Deputy Inspector in Nagpoor, was appointed to succeed him. He, however, only arrived and took up the appointment at the end of March. To Ahmednuggur Mr. Bhicajeo Ramchundra, Head Master of the First Grade Anglo-Vernacular School, was appointed Deputy, on the transfer of Rao Sahib Narayan Vishnoo to Sattara. Rutnagherry and the schools in the island of Bombay have continued under the same inspecting officers as last year.

6. The total expenditure on education in the Central Division during the year has been as follows : —

Charges.	Expenditure 1865-66.					
	From Imperial Funds.		* From Local Funds.		Total.	
	Rs.	a. p.	Rs.	a. p.	Rs.	a. p.
Inspection and its subsidiary charges	54,611	1 8	802	0 5	55,413	8 1
Instruction (including all educational expenditure not coming under the above heads).....	2,62,982	7 3	4,51,438	13 6	6,94,411	4 9
	3,17,593	8 11	4,51,438	13 11	7,41,824	12 10

* For Local Funds are included educational cess, fees, popular and municipal contributions, &c.

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But charges on account of the University, the Director of Public Instruction, the Book Depôt, and the Colleges (with the exception of the Poona Training College) are not shown in the above table.

7. The expenditure on Government Schools in the Division, exclusive of Inspection and its subsidiary charges, is shown in the following table : —

Description of Institutions.	Number of Institutions.	Number of Boys on register at the end of year.	Average Daily Attendance.	Total Expenditure.					
				From Imperial Funds.			From Local Funds.		
				Rs.	a.	p.	Rs.	a.	p.
Schools of Higher Class	4	1,128	1,055	43,954	5	5	23,792	10	1
Schools of Middle Class,									
1st Grade.....	12	1,765	1,471	10,396	14	0	21,215	9	0
Schools of Middle Class,									
2nd Grade	79	11,567	8,970	1,53,508	4	11	1,82,146	5	7
Schools of Lower Class.	595	31,514	24,043						
Female Schools	3	119	71	335	2	0	769	15	2
Normal Schools .....	..	..	..	.....			.....		
Other Schools, for Special Education	1	54	47	10,873	6	9	196	6	0
	694	46,148	35,657	2,19,158	1	1	2,31,120	14	7

It may not be uninteresting to examine into the different items of expenditure included in the above table, and show how far each class of schools is supported from each source. The High Schools are entirely supported from imperial funds and fees. Of the Middle Class Schools of the First Grade (12 in number) 6 are entirely supported from imperial funds and fees, 5 from these two sources with some help from popular or municipal contributions, and 1 from the educational cess and fees, without any assistance from imperial funds. Of the 81 Second Grade Anglo-Vernacular Schools 11 schools are entirely supported from imperial funds and fees, and 40 schools are supported partly from the imperial funds and fees and partly from the proceeds of the educational cess. Of the Primary Schools 483 only receive assistance from imperial funds, and the remaining schools are entirely dependent on the educational cess and the fees levied.

8. I find it impossible to vouch for the correctness of the figures set down in the last two columns of the next table, which give the expenditure on Private Schools under Government Inspection; they are made out from the returns furnished by the managers : —

Description of Institutions.	Number of Institutions.	Number on Register at the close of the year.	Average Daily Attendance.	Grants-in-Aid by Government.	Expenditure from Private sources.
				Rs. a. p.	Rs. a. p.
Schools of Higher Class	2	665	551	1,923 0 0	31,664 13 3
Schools of Middle Class.	11	3331	2,538	32,835 14 0	1,64,995 1 8
Schools of Lower Class.	14				
Female Schools	10				
Normal Schools .....	..	..	..	.....	.....
Other Schools, for Special Education	1	51	50	3,600 0 0	3,630 6 0
	38	4,047	3,139	38,358 14 0	2,00,290 4 11

9. The subjoined statement gives particulars as to the number of schools and scholars in the Central Division, both Government and Inspected, at the close of the year 1865-66, as contrasted with 1864-65 :—

Description of Institutions.	1864-65.		1865-66.		Difference.	
	Schools.	Scholars.	Schools.	Scholars.	Schools.	Scholars.
<i>Government.</i>						
High Schools	4	1,238	4	1,128	..	— 110
Middle Class Schools	65	9,133	91	13,333	+ 26	+ 4,200
Primary Schools	484	25,645	595	31,514	+111	+ 5,869
Female Schools	2	77	3	119	+ 1	+ 42
Normal Schools .....	..	....	..	....	..	....
Special Schools	1	54	1	54	..	....
Total..	556	36,147	694	46,148	+138	+ 10,001
<i>Private Schools under Government Inspection.</i>						
High Schools	2	615	2	665	..	+ 50
Middle Class Schools	11	3,128	11	3,331	— 3	+ 203
Primary Schools	17		14			
Female Schools	10		10			
Normal Schools .....	..	....	..	....	..	....
Special Schools	1	50	1	51	..	+ 1
Total..	41	3,793	38	4,047	— 3	+ 254
Grand Total..	597	39,940	732	50,195	+135	+ 10,255

Showing a net difference of

	Schools.	Scholars.
Government.....	+ 138	+ 10,001
Private.....	— 3	+ 251
Total....	<u>+ 135</u>	<u>+ 10,255</u>

There has been no increase in the government grant for education during the year. The increase in the number of schools is partly owing to my being in a position to avail myself of the increased imperial grant sanctioned last year, and partly to the large funds at my disposal from the educational cess. That this cess is popular with the people, and that they recognize the advantages to be derived from its judicious administration, would appear from the fact that in several places where it has not hitherto been levied the people have come forward and volunteered to pay it. This has been the case in some villages of the Nusserapoor Talooka of the Tanna Collectorate and in several detached villages of the Poona Collectorate. These results will, I trust, be considered satisfactory, and as reflecting credit on my different Deputies, by whose labours mainly so large a number of new schools have been organized and set in operation:

10. Before proceeding to notice in detail the different grades of schools I will only add a table showing the receipts from fees during the year, compared with those for 1864-65, in the different Sub-Divisions :—

Sub-Division.	1864-65.	1865-66	Increase.
	Rs. a. p.	Rs. a. p.	Rs. a. p.
Poona	16,643 3 6	18,630 3 2	1,986 15 8
Ahmednagar	9,509 8 9	12,956 2 6	3,356 9 9
Rutnagherry	6,727 12 4	8,853 2 0	2,125 5 8
Sattara	5,705 2 4	6,635 14 3	930 11 11
Tanna	5,1 0 1 1	6,515 9 5	1,415 8 4
Khandeish	5,486 5 7	* 8,076 4 9	2,590 2 2
Bombay	9,267 9 0	† 30,955 5 3	21,687 12 3
Total..	58,529 10 7	92,622 12 4	34,093 1 9

* Including Rs. 823 on account of Dhoolia High School.

† Rs. 12,721-7-3 were on account of the Elphinstone High School, and Rs. 6,188-8-0 on account of the Fort Branch School.

These receipts have not been shown in previous years.

11. **HIGH SCHOOLS.**—It has been thought advisable, for many reasons, to place this class of schools more immediately under the control of the Director of Public Instruction, and accordingly since September last all correspondence except that relating to accounts has been carried on directly between the Head Masters and the Director, the interference of the Inspectors being limited to an annual examination of the boys. At the same time, in order to afford some data of comparison between the different schools of this class, the Inspectors were directed to examine them according to the standards laid down for the examination of schools receiving grants-in-aid on the system of payment by results. And in order to raise the standard of instruction, and to guard against the services of a highly paid and superior class of teachers being devoted to a more elementary description of instruction than that which High Schools ought to afford, an entrance standard was fixed for all High Schools, and the names of all boys not coming up to that standard at the Educational Inspector's annual examination were ordered to be removed. I have already reported to you in detail the results of my annual examination of all the four schools of this class in my Division, and will therefore here only state generally these results, and give any facts of interest regarding the schools which have occurred during the year.

12. *Elphinstone High School.*—This name has been given to the school hitherto called the Central School of the Elphinstone Institution. It was under the management of Mr. W. J. Jeaffreson as Principal from May till the middle of October, and on his being compelled by ill health to leave India for a while Mr. W. Draper, my Assistant, was appointed to act as Principal. The school continues under his charge up to the present time. In August the teaching staff was strengthened by the arrival from England of Mr. A. Barrett as Head Master. The school succeeded in matriculating 18 boys at the November examination. I examined the school in February and March, and reported that in several important points it required careful attention. I found the discipline very defective, and that the boys were not well classified, more regard being had to the age of a boy, and to the length of time he had been in the school than to his actual qualifications for a particular class. Sufficient care had not been taken in admitting boys, nor had your instructions as regards the entrance examination been properly

attended to. I was obliged to remove the names of 44 boys from the register, some of whom had been quite recently admitted. On the whole I was not satisfied with the school, and I was particularly struck with the apathy and want of interest in their studies evinced by the boys, and the apparently perfunctory manner in which most of the masters performed their duties. The number of boys on the register of this school shows an increase of 33 boys, being now 515, against 482 last year, and the number would have been still greater had it not been for the enforced removal of the names of 44 referred to above. This increase argues an increasing demand for higher education amongst the youth of Bombay.

13. *Poona High School*.—This school has had the great advantage of continuing throughout the year under the same Master, Mr. T. B. Kirkham. I am happy to be able to report on it most favourably. It succeeded in matriculating no less than 25 boys in November, and at my examination, which took place about the same time, a very large percentage of boys passed the different standards under which they were presented. Still it was found necessary to remove no less than 61 boys, who were not able to pass the fixed entrance examination. The rate of fees in this school had up to January last been only one rupee; it has now been raised to two rupees. This rise in the fee exacted, and a strict enforcement of the entrance examination, have had the effect of temporarily reducing the number on the register, this being 116 less than last year, but I am convinced that in the end the school will be advantaged, and I have little doubt that it will rise to nearly its former strength at the close of the May vacation. The order and discipline of this school are most admirable.

14. *Ratnagherry High School*.—I am glad to be able to report that this school has made a most decided advance during the year. On my recommendation, the late Head Master, Mr. G. Russell, was allowed to resign his appointment at the beginning of the year, and was succeeded by Mr. Rametshaa Gopal Bhandarkar, a graduate of the University. Under his management the school rapidly increased in numbers, and at my examination at the end of February I was able to report most favourably of its progress and efficiency. I found, however, that 29 boys were unable to pass the prescribed entrance examination, but even after their names had been removed the numbers on the register at the close of the year were 182,

against 177 last year. The school succeeded in matriculating 4 boys.

15. *Dhoolia High School*.—This school was from the commencement of the year up to the end of January under the charge of a European Head Master. It has not been doing at all well, and in September the school committee found it necessary to bring to your notice its inefficient condition. With a view to ascertain the causes which had led to the existing state of affairs, I proceeded to Dhoolia in November, and personally examined the school, which I found to be in a most deplorable state. From inquiries on the spot I found that the Head Master's irregularity of attendance and generally disorderly habits were clearly the chief causes of its decline, and I was reluctantly compelled to recommend his immediate removal, in accordance with which recommendation he was dismissed. He has been succeeded by Mr. Vittul Patuck, a graduate of the Bombay University, under whom the school has already begun to revive, and through whose talents and exertions I hope it will soon become really worthy of the name of a High School. 4 boys matriculated from this school.

16. *MIDDLE CLASS SCHOOLS*.—These are still as last year, of two grades. The number of schools of the first grade has been increased by the opening during the year of two new schools, one in the city of Poona, and the other at Callian, in the Tanna zilla, at the junction of the two branches of the Great Indian Peninsula Railway. These schools act a most important part, as feeders to our High Schools, and I have during the year devoted much attention to their improvement. They are, however, so unequally, and in most cases so miserably, endowed, that I find it impossible to provide them with the really well-educated and efficient subordinate teaching staff which they ought to have. The result is that boys are badly grounded in English, and acquire incorrect habits of speaking and pronunciation, which it requires great labour to eradicate when they rise to the higher classes, and go to the High Schools. I am aware that you have lately proposed to Government a scheme for the improvement of these schools, and the removal of the existing anomalies in the pay of the masters, and if this is acceded to their value and utility will be greatly increased. The old First Grade Anglo-Vernacular Schools have done well during the year, and the two new ones promise to be of great

future service. The school at Poona has been called the Poona City School, and was opened on the 1st of January 1866. Its numbers the first month it was open rose to 147, and steadily increased to 202 at the close of the year. The school at Callian was opened in August 1865 with 47 boys, and now numbers 83. The teaching of English has been introduced into twenty-five schools of the second grade during the year, and there is now scarcely a talooka in the Division which has not at least one school in which English is taught. From the reports of all my Deputies, and from my own observation, I am much struck with the wide-spread and increasing desire for English education throughout the Division. To so great an extent is this carried that I found in many places boys learning English who had little or no knowledge of their own language, and I have thought it, therefore, advisable to allow no boy to commence the study of English until he has passed an examination in his vernacular under a fixed standard. I have also restricted the teaching of English almost entirely to Middle Class Schools of the first and second grades. In proof of the increasing desire for a knowledge of English, Rao Sahib Narayen Bhai, Deputy Inspector Poona Sub-Division, reports a "large and constant emigration to Poona of aspiring youths, as well as of parentless youths, from all parts of the Division," with this object, "thus showing that the desire has reached the most distant corners of the country." In the 79 Middle Class Schools (Second Grade Anglo-Vernacular) of the Division there are 1,991 boys learning English, distributed as follows :—

Poona	Sub-Division	.....	400
Sattara	do.	.....	285
Khandeish	do.	.....	213
Ahmednuggar	do.	.....	192
Rutnagherry	do.	.....	212
Tanna	do.	.....	312
Marathi School,	Bombay	.....	87
Gujarati	do. • do.	.....	230
			Total 1,991

17. This will perhaps be the best place to mention that, with a view to systematize the instruction afforded in the Vernacular Schools of my Division, I arranged a meeting of my Deputies at

Poona during the monsoon, and with their advice and assistance drew up a code of rules for the guidance of schoolmasters. These include standards for each description of school, in accordance with which I myself and my Deputies examine all schools. They also define the studies to be pursued, and the number of hours to be devoted weekly to each branch of study. These rules have been published in Marathi, and a copy furnished to each school, and they have, I think, been found very useful.

18. Before proceeding to notice in detail the state and progress of the Primary Schools in each Sub-Division, I would beg your attention to the following figured statement, showing the increases in schools and scholars for each Sub-Division. The schools entered are all under the immediate control of the Deputy Educational Inspectors :—

Name of Sub- Division.	Second Grade Anglo-Vernacular.						Primary Schools.						Girls' Schools.						Total.									
	1864-65.			1865-66.			1864-65.			1865-66.			1864-65.			1865-66.			1864-65.			1865-66.			1864-65.		1865-66.	
	Scholars.	Scholars.	Increase.	Scholars.	Scholars.	De-crease.	Scholars.	Scholars.	Scholars.	Scholars.	Scholars.	De-crease.	Scholars.	Scholars.	Scholars.	Scholars.	Scholars.	Scholars.	Scholars.	Scholars.	Scholars.	Scholars.	Scholars.	Scholars.	Scholars.	Scholars.	Scholars.	
Poona	8	1,045	13	1,600	5	624	..	111	5,004	123	5,372	12	308	..	..	..	..	116	6,049	186	7,641	17	892	..	..	..	..	
Gatara	10	1,130	10	1,037	..	73	..	66	3,630	92	4,849	26	1,210	..	..	1	48	..	70	40,760	103	5,654	27	1,194	..	..	..	..
Khandesh	13	2,123	12	2,073	..	850	1	90	4,911	111	7,176	15	2,265	..	1	47	1	110	7,034	124	10,165	14	3,161	..	..	..	..	
Ahmednuggur ..	7	963	12	1,438	5	469	..	73	4,100	98	5,188	23	1,088	..	..	..	..	80	5,050	110	6,626	30	1,557	..	..	..	..	
Rutnagerry ..	3	400	8	1,101	5	701	..	47	3,073	61	3,638	14	545	..	1	30	1	51	3,533	70	4,824	19	1,291	..	..	..	..	
Tanna	10	1,453	10	2,163	0	710	..	77	4,133	95	4,557	18	424	..	..	..	..	87	5,560	112	6,730	24	1,134	..	..	..	..	
Marathi Sch., Bombay	3	288	2	340	..	58	..	10	437	10	548	..	111	..	..	..	..	12	723	12	894	..	160	..	..	..	..	
Gujarat ditto ..	2	327	0	700	4	435	..	4	337	3	180	1	..	..	..	..	..	6	684	11	940	5	203	..	..	..	..	
	55	7,707	70	11,567	25	3,845	1	73	444	25,645	595	31,514	311	10,040	..	171	2	741	33,440	677	43,200	130	9,760	..	..	..	..	

19. **PRIMARY SCHOOLS.**—In noticing these I shall notice specially each Sub-Division, and, where necessary, quote from the reports of my Deputy Inspectors.

20. In the Poona Sub-Division the year has been decidedly one of progress. Of the existing schools 5 have been raised to the rank of Middle Class Schools, and 17 new schools have been opened. It is only in the Pundharpoor Talooka and a few isolated villages in other talookas that the educational cess is levied, so that in the majority of the schools the salaries we can afford to give are too small to secure the services of competent men, and in many cases where an assistant master is required the want of funds prevents one being supplied. I do not think that the Primary Schools in this Sub-Division show any considerable signs of improvement, nor that they can materially improve until we can afford to employ better masters and in larger numbers. It is quite out of my power to afford further aid from the limited imperial grant at my disposal; indeed it is questionable whether, in justice to those collectorates which pay the educational cess, Poona ought to enjoy so large a share of the imperial grant as it does already. I would therefore strongly advocate the levy of the educational cess throughout the collectorate; nor do I think, judging from several cases in which the people have volunteered to pay the cess, that they would, as a general rule, object to its levy. During the year Rao Saheb Narayen Bhai inspected 77, and his Assistant 45, schools. Only 14 schools were not inspected. I have every reason to be satisfied with the zeal and attention to their duties evinced by Rao Saheb Narayen Bhai and Gungadhur Ranchundra Tiluk.

21. In the Sattara Collectorate no schools have been raised to the class of Second Grade Anglo-Vernacular, but the number of Primary Schools has been increased by 27, mainly at the expense of local funds. The Deputy Inspector, Rao Saheb Narayen Vishnoo, reports on these schools as follows: "The attendance in some of the schools of this grade is very small, they being located in hamlets with small populations. There are 11 schools in which the attendance is below 30. In two of these the number of boys is below 20, and in one there are only 5 boys. It is a question worthy of consideration whether schools of this description should be retained. Mr. Chapman, the late Collector of Sattara and President of the Local Fund Committee, at whose instance they were first established,

was, I am told, very strongly in their favour. I should think it a mere waste of time to support such schools, since there are places in this district at which schools might be kept with larger attendance and greater efficiency." Mr. Narayen Vishnool goes on to support this view by arguments drawn from the small salaries given to the masters, owing to which a lower class of men are retained in the department, which is thereby discredited. I do not, however, at all assent to the view taken by Mr. Narayen Vishnool, for several reasons. It must be borne in mind that the district in which these schools are situated is a peculiarly wild and mountainous one, and that the race of people inhabiting it are so ignorant that, for the present at least, they are quite unable to appreciate any but the most elementary instruction, such as these lowly-paid masters are quite competent to impart. Moreover, they are almost all contributors to the educational cess, and it would therefore not be just to deprive them of all advantages of education merely because, from accidents of locality, their villages are small and the population scanty. As regards the state of primary education in the Sattara Sub-Division Mr. Narayen Vishnool does not report very favourably. He says: "The state of the schools in this district in regard to the quality of education was not found to be satisfactory. All the schools, without a single exception, chiefly failed in Grammar, Spelling, Arithmetic, and Geography. The practice of cramming was betrayed, in a great or small degree, by all, and the vice of pushing forward boys without grounding them well in first principles existed in almost all." He notices, too, that the lower classes in these schools are habitually neglected, and that children are kept on at the "Oojalui" or native multiplication tables for too long a period. Mr. Nugent, my Assistant, who examined 36 schools in this collectorate, noting the same defects, says that they arise from idleness on the part of the masters, who find it less troublesome to "allow a large proportion of their pupils to sit idling during the greater part of the day, mumbbling over fractions in an all but unintelligible technical phraseology, instead of going through the drudgery of teaching these boys to read and write," and also from the apathy and indifference of the parents, who regard reading and writing as secondary considerations. I fear the defects complained of are by no means confined to the Sattara Collectorate; the same apathy on the part of the parents and

indifference, if not positive objections, to any education beyond such as they have perhaps themselves received in Indigenous Schools, characterise the agricultural population throughout the Deccan and in many parts of the Concan, and it is only by unfailing diligence and constant and prolonged exertions on the part of the inspecting staff that the evils complained of can be remedied. The Deputy Inspector has examined 86, and his Assistant 66, schools.

22. The Khandeish Sub-Division again shows a marked increase in the number of schools, and in ~~no~~ collectorate is the desire for education more steadily increasing. But the standard of the schools is very low, and it has been found necessary entirely to discontinue the teaching of English in one of the schools (Jamneir), which was last year a Second Grade Anglo-Vernacular School. The work of inspection has not, however, been so completely carried out as I could have wished, owing to the late Deputy Inspector, Rao Sahib Cassinath Mahadeo Thatte, having devoted much time to the superintendence of the different schools in course of erection. The Assistant Deputy Inspector, Mr. Krishnajeo Luxumon Datar, laboured very assiduously in the work of inspection, having personally visited and examined 63 schools. The Deputy Inspector, Mr. Shreekrishna Tulliker, has joined his appointment so lately that he has had but little time to visit schools, or to form an opinion of the state of education. From personal inspection of eight or nine schools, I have to report that education is still very backward in this province, and our object for some time to come must be rather to improve the existing schools than to add to their number. As I have said above; the desire for education is great, and it is, moreover, much more widely spread through all classes of the community. In Khandeish alone have we any considerable number of Mussulman boys on our registers. Their numbers amount now to 676, and for these we are now employing special Mussulman masters and assistant masters, and at my suggestion, in order to meet their educational wants, you have lately published a Hindustani translation of the First Departmental Marathi Book, and have ordered the preparation of the Second Book.

23. The greatest increase in the number of Vernacular Schools has taken place in the Ahmednuggur Sub-Division, but this increase is in great measure to be set down to last year, as the arrangements for opening most of these schools were made before the close of the

year 1864-65. The Deputy Educational Inspector has been prevented by sickness from spending so much of his time in the districts as I could wish, and only examined 44 schools in the course of the season. His Assistant, Mr. Pandoorung Shreeput, examined 59 schools, so that 15 of the whole number of schools were not inspected at all. Another year I shall insist on all the schools in each collectorate being visited at least once in the course of the season. The Deputy Inspector reports that "improvements are clearly perceptible in the spread and character of education." I personally examined about a dozen schools in this Sub-Division, and found them almost on a par with similar schools in Poona and Sattara. I may notice here that on the urgent representations of several wealthy and influential Mahomedan inhabitants of the town of Nuggur a school for Mahomedan boys was opened in that town on the 1st of January.

24. The Rutnagherry Sub-Division shows an increase of 19 in the number of schools, and the Deputy Inspector reports that he has received 15 other applications for schools, and expects to receive more. He argues from this that the desire for education is spreading; but I myself think that in this Sub-Division there would never have been any difficulty in keeping up schools at the government expense; and I do not find that, with the exception of some very small subscriptions towards the erection of school-houses and the purchase of furniture, the people make any personal sacrifices to support the schools. The Deputy Inspector notices that in some of the Indigenous Schools which he had occasion to inspect in the course of his tour he found that the masters, who, in accordance with the ideas and likings of the people, their supporters, hitherto taught nothing but Modi reading and writing, with a little Arithmetic, now carry on their course of instruction on the method pursued in Government Schools. Through the augmentation of the government grant in 1864-65, the benefits of which have been fully made available in the year under report, I have been able to recognise the claims of many old and deserving masters who had served for many years on most inadequate salaries. The Deputy Inspector personally inspected 66 of the Government Schools under his charge, besides 6 schools in the Sawunt Warea State.

25. In the Tanna Sub-Division I note a very decided increase both in the number of schools and the attendance. But the status

of the schools, both Second Grade Anglo-Vernacular and Primary, is certainly low. The Deputy Inspector reports as follows: "The low state of the Village Schools in general is partly owing to the constitution of the lower orders of the people, and partly to the want of efficient masters." It is true that the people of villages have a certain desire for the first rudiments of education, but they have not that sanguineness about education, in the strictest sense of the word, which people in large towns have. The common people are quite satisfied if their boys can read, write, and cipher. But even in villages where such kinds of people are found the schools are miserably attended. Notwithstanding the mistaken notions of the people about education, it is my firm belief that these schools will be vastly improved if they be provided with competent masters. Establishing schools all over the country and not providing competent masters is very much the same as to expect fruit from a tree not watered and taken care of. *En passant* I may be allowed to remark that for the present a competent master is scarcely to be found, and not one eligible candidate is procurable to fill a vacancy. I most confidently hope that the evil complained of will be removed next year. When I thus write about the unsatisfactory state of Village Schools in my Sub-Division it must not be understood that they are so in this Sub-Division only, for from a personal conference with other Deputy Inspectors at Poona I learned that they had to complain of the same thing about their respective Sub-Divisions." While entirely agreeing with the Deputy Inspector as to the causes of the backward state of education, I do not agree with him that a similar state of things prevails to any great degree in Poona. The standard of education both in Tanna and Khandeish is, I think, exceptionally low. Much care and attention will be required before the existing schools can be brought to a thoroughly satisfactory and efficient state. But Mr. Vishnoolal Balkrishna, the Deputy Inspector, is diligent and hard-working, and I have every expectation that the next year will be one of decided progress in the direction of thorough efficiency.

26. In the island of Bombay the number of Marathi Schools has not been increased, but that of Gujarati Schools is larger by five. The number of schools still, however, bears no proportion to the population, but, as they are entirely supported from imperial funds and fees, I see no present means of increasing their number.

My predecessor, Mr. Coke, made several attempts to interest the municipal authorities in the cause of popular education, but with no satisfactory results. Our schools are all located in rented houses of a low and mean description for the most part, and are in every way quite unworthy of the Capital of Western India. Should the levy of the educational cess be made universal throughout the Presidency, it will, I think, be found advisable to proportion everywhere the support afforded from imperial funds to the aid derived from local sources, and should such a measure ever be carried out, the municipality of Bombay will be compelled either to contribute the aid it now refuses, or to see itself altogether deprived of its Government Schools. In consequence of the onerous nature of his duties as Curator of the Central Book Depôt, the Deputy Inspector of the Marathi Schools in the island, Mr. Mahadeo Narain Shirgaonkar, reports that he has been unable to examine any of the schools under his charge. The Gujarati Schools were all inspected by the Deputy Inspector, Mr. Jehangeer Hormusjee.

27. FEMALE SCHOOLS.—Of these there are now three in the Division. That at Sattara has been placed under the care of the department for the last few months only, and I have had no opportunity of personally inspecting it. The Female School at Dhoolia, in Khandeish, was visited by me in November, and, considering the short time that it had been in existence, I was well satisfied with its state, and the progress made by the pupils. I also visited the school at Rutnagherry, but regret to have to report that I found it in a languishing and almost hopeless state. It has been in existence for the last sixteen years, and, as far as I can judge, is no whit improved, nor is it, I think, likely to be so. The few girls who attend remain so short a time that they never acquire anything beyond the most elementary knowledge, and I am decidedly of opinion that the heavy expenditure involved in its continuance on its present scale is quite thrown away. I have therefore reduced the government grant, and intend to withdraw it altogether should the school not greatly improve shortly. I cannot say that I see any signs of a real and hearty desire for female education in my Division. These few schools are all located at the head quarters of collectorates, and have been fostered and brought into existence solely through the exertions of the departmental officers, and government servants generally.

28. SPECIAL SCHOOLS.—Under this head was included last year the Poona Vernacular College. As noticed in my last Report, it has been found necessary to remodel entirely its constitution, and to make it once more a training institution for schoolmasters. The experience of two years had shown that the higher education through the vernacular which it was thought that the Vernacular College would impart was really not sought after or appreciated, and that the attendance was restricted almost entirely to that of stipendiary students. As a consequence, the education of these men was both costly and at the same time not such as to fit them for masterships of Middle Class Schools. In fact the College failed in its higher and general aims, and but partially succeeded in the minor and subordinate object of supplying Vernacular School masters. The entire establishment has been changed. Mr. Smith the late Head Master, having been removed to the Ahmedabad High School, his place was filled up by the appointment as Principal of Mr. Krishna Shastree Chiploonkar. Mr. Narayen Bullal Limaye, Head Master of the Sattara English School, was appointed Vice-Principal, and Messrs. Rowjee Shastree Godbolay and Krishna Shastree Godbolay were made Teachers of English and Sanscrit and Mathematics and Geography respectively. The course of studies in the College was entirely revised, and new rules were framed for the admission &c. of students, all of whom are now stipendiary, and under bond to serve as masters for certain fixed periods, varying with the time spent in the College. Terminal examinations are held every six months, to regulate the admission of new students, and to ascertain the progress made by the old ones. All students failing to pass the examination of their term are at once sent out to places as master, their salaries varying according to their attainments, as evinced by the time they have spent at the College, and the examinations already passed. The first entrance examination under the new rules took place in November, when some three hundred young men presented themselves for examination, of whom sixty were found qualified and duly admitted. Of those, however, for various reasons, seven did not take up their exhibitions. The first terminal examination took place at the end of April. Twenty-six students succeeded in passing the examination of their term, and remain to prosecute their studies in the College, while twenty-five, having failed to pass, have been sent out as masters or assistant masters,

The Principal, Mr. Krishna Shastree, reports as follows as regards his teaching staff: " I beg to record the entire satisfaction I have received from my assistants. They have been all very zealous and painstaking in the discharge of their duties. I must, however, make particular mention of Mr. Narayen Bullal, the Vice-Principal, whose skill and long experience as a teacher have been of great service to the College."

29. PRIVATE SCHOOLS UNDER GOVERNMENT INSPECTION.—*High Schools.*—The Sir Jamsetjee Jejeebhoy Parsee Benevolent Institution English School was examined by me in February last, and was found in an efficient and satisfactory state. The recommendations made by me last year to increase the number of teachers and to raise the scale of salaries have been carried out by the Punchayet, and, as a consequence, few changes have taken place in the staff of masters. The school has been under the charge of Mr. Scorgie during the absence in Europe of Mr. Burgess.

The Fort Proprietary School is, I regret to state, in a very declining state. It is, as you are aware, a species of joint stock concern, each shareholder being privileged to nominate boys in proportion to the shares held by him. The fee demanded is very high, ten rupees per mensem, and the school is intended exclusively for the sons of Parsee gentlemen. But, from various causes, it is found that shareholders are throwing up their shares, and the small attendance proves the unpopularity of the school. The fees collected are not nearly sufficient to meet the expenses of the school. My Assistant, Mr. Draper, examined this school in January, and reports as follows: "The result of this examination has satisfied me that the school has not been badly taught, yet it cannot be said to be in a flourishing state, since the number of boys on the register of the school is now only eighty, about half the number the school contained two or three years ago. I believe one reason of the unpopularity of the school is that it has failed to distinguish itself at the matriculation examination; and I am inclined to think that this failure has been the result of a defect in the constitution of the school rather than of any want of ability in the teaching staff. The school has, I think, from the beginning been too exclusive. The boys attending it are the sons of wealthy Parsee gentlemen, and when they reach an age at which they

cannot be coerced they have no adequate motive to apply themselves in earnest to their studies, and are likely to neglect those subjects that are distasteful to them." Mr. Draper proposes as a remedy that a certain proportion of free students should be admitted, whose poverty would be a sufficient stimulus to exertion, and thus a spirit of emulation would be exercised throughout the school. The suggestion is a good one, and merits the serious consideration of the proprietary body. It will not, however, suffice to meet the difficulties of the case. The fact is that the fault lies mainly with the parents themselves, who, instead of delegating their authority to the schoolmaster, really encourage their sons in idleness and irregularity by declining to allow them to be punished in any way, and even by withdrawing them from the school if the master finds fault with or complains of them. I have written thus at length on the state and prospects of this school in hopes that my remarks may come under the notice of some of the more influential proprietors.

30. *Middle Class Schools*.—No new schools of this class have been brought under government inspection during the year. The eleven Schools entered (*vide* statement in paragraph 9) are the following :—

- (1) The Byculla School for Boys,
- (2) The Scottish Orphanage,
- (3) The Indo-British Institution,
- (4) The Convent School, Poona,
- (5) The Honorable Rustomjee Jamsetjee English School, Bombay,
- (6) The Franjee Nusserwanjee School at Khetwady, Bombay,
- (7) The Cursetjee Furdoonjee School at Mahim,
- (8) The P. & B. Cama School at Gowalia Tank,
- (9) The Jejeebhoy Dadabhoy School, Bhendy Bazar,
- (10) The Sir Jamsetjee Jejeebhoy Parsee Benevolent Institution at Mombadevi.

Of these the Indo-British Institution and the Poona Convent School received grants-in-aid under the system of payment by results.

31. *Primary Schools*.—I have had no opportunity of inspecting any of these. They are not in receipt of grants-in-aid.

Schools in the Peint State and two in the Phultun and Juth States are supported from the revenues of those States, and are under the management of the department. The others are inspected only, but not managed, by us.

32. **GIRLS' SCHOOLS.**—In the course of my inspection of the Sir Jamsetjee Jejeebhoy Parssee Benevolent Institution Schools I examined the three Girls' Schools in Bombay, and will here quote from my report to the Punchayet: "Of the Girls' Schools I am happy to be able to report most favourably. I examined the first three classes of the Fort School, and was much gratified with their progress and general proficiency in all the subjects set down in their programme of studies. I also examined the first two classes of the Mombadevi School, and the first three of the Chundunwadi, and was equally pleased. The girls read most admirably, with fluency and careful attention, their writing was quite equal to that of the boys of their own age, and their copybooks were neat and well kept. The writing in the Chundunwadi School is specially worthy of remark. I was very glad to find two female pupil-teachers employed in this school, and hope that ere long your schools will be amply supplied with female teachers from the ranks of their *ci-devant* pupils."

33. Having thus noticed in detail the different classes of schools, both Government and Inspected, I shall conclude this lengthy Report with a few remarks on miscellaneous points connected with the educational administration of the Division.

34. **SCHOOL BUILDINGS.**—The High Schools are on the whole very fairly provided in this respect. But as regards the Central School, Bombay, I am obliged to notice its disgraceful state as regards cleanliness and repair. The floors and window-shutters have been patched and mended in a most unsightly way, or suffered to remain unattended altogether, while the whole building shows a most lamentable need of paint and whitewash. I beg to point out that the building is in charge of the trustees of the Elphinstone Fund. The buildings in which the High Schools at Rutnagherry and Dhoolia are now accommodated are sufficiently large, but up to this time no proper provision has been made for the separation of classes. Arrangements are now in progress for remedying this defect. The First Grade Anglo-Vernacular Schools are well accommo-

dated in Government buildings at Sholapoor, Nuggur, Nassick, Taana, Sattara, and Malligaum. The three schools in Bombay are, however, greatly in want of suitable buildings. They are at present held in rented houses, as are also two in the city and camp at Poona and one at Callian. I should be glad to see them better accommodated, and desire to press this point on your notice. As regards school-houses for Vernacular Schools considerable progress has been made during the year. Out of the total grant of Rupees 50,000 sanctioned for this Presidency from imperial funds, Rupees 18,000 were allotted to this Division, which was divided equally among the six collectorates of the Division on condition of its being met by a corresponding sum from popular contributions. The following statements will show what has been done this year :—

Poona Collectorate.

Tulligaum Dumdheray. A building has been purchased, and, with some needful alterations, converted into an excellent school-house at a cost of Rs. 900.

Pundhurpoor. A site has been selected, and the foundations laid ; estimated cost Rupees 3,000.

Sangolay. Building roofed in, and in all essential respects complete at close of year ; cost Rupees 1,500.

Jowlay. In progress and nearly completed ; cost Rupees 500.

Nayray. Ditto ditto.

Barsee. A suitable site has been purchased, but, owing to some difficulty in obtaining possession, the work has not been commenced.

The whole of these works have been undertaken by Rao Sahib Narayen Bhai with the assistance of the local district officers.

Sattara Collectorate.

Kurrar. Commenced in 1863-64 ; has been completed this year at a total cost of Rupees 3,200.

Rahimutpoor. Commenced in 1863-64 ; has been carried on steadily, but is still not quite completed, owing to want of funds ; Rupees 3,000 have been expended.

Bhooenj. Completed at a cost of Rupees 1,100.

Pimpowdi. Ditto at a cost of Rupees 1,000.

Merch. Foundations laid ; estimated cost Rupees 1,200.

Malshiras.	In progress ;	estimated cost	Rupees	2,000.
Dhywudee.	Ditto	ditto	„	1,500.
Khanapoor.	Ditto	ditto	„	1,800.
Wangi.	Ditto	ditto	„	1,400.
Wudooz.	Ditto	ditto	„	1,000.

In this collectorate the building of school-houses has been entirely undertaken by the district local funds committee, and I have particularly to thank Major Parr, the First Assistant Collector, for his most able and energetic assistance.

Khandeish Collectorate.

Patonda.	Completed at cost of.....	Rupees	919	0	0
Zytana.	Ditto ditto	„	755	8	0
Bhudgaum.	Walls raised to height of roof ; estimated cost	„	3,800	0	0
Mussawud.	Ditto ditto	„	2,000	0	0
Nandgaum.	Ditto ditto	„	2,500	0	0
Edlabad.	Ditto ditto	„	2,000	0	0
Chimthana.	Ditto ditto	„	2,000	0	0
Pachora.	Ditto ditto	„	1,211	0	0
Dhoolia.	Foundations completed and works in progress ; estimated cost	„	15,000	0	0
Kassoda.	Ditto ditto	„	2,000	0	0
Thengora.	Ditto ditto	„	1,500	0	0
Zykhara.	Ditto ditto	„	1,518	0	0
Tulloda.	Ditto ditto	„	1,500	0	0
Shirpoor.	Ditto ditto	„	1,979	9	6

The construction of these schools is being carried on by the district local officers under the supervision of the Deputy Educational Inspector. The Collector, Mr. L. Ashburner, continues to take the warmest interest in the furtherance of education in his collectorate, and it is mainly owing to his exertions and those of the late Deputy Inspector, Rao Sahib Cassinath Mahadue Thatte, that so much has been effected.

Ahmednuggur Collectorate.

Here I regret to say that little or nothing has been done. There are no local funds, and the Deputy Inspector has not succeeded in inducing the people to come forward with contributions to meet

the imperial grant, while of the five buildings sanctioned last year only two have yet been commenced. The Deputy Inspector reports at the close of the year that he has not been able personally to visit any of the places at which school-houses are to be built. He had delegated the work to his Assistant, Mr. Pandoorung Shreeput. I am not satisfied with Mr. Bhikajee Ramchunder's supineness in this and other matters, and shall hereafter, unless he shows more zeal and energy, have to revert to this subject.

Rutnagherry Collectorate.

A fair amount of progress has been made. The school-houses are, however, of a very cheap and ordinary description, for there are no local funds available, and it is with great difficulty that popular contributions equal to the imperial grant have been raised.

Moorood.	Estimated cost	Rupees	402	0	0	} These are all nearly or quite completed, and will be ready before the rains.
Anjurley.	Ditto	"	414	0	0	
Jalgaum.	Ditto	"	290	0	0	
Sawurde.	Ditto	"	900	0	0	
Gondhuley.	Ditto	"	440	0	0	
Bhoo.	Ditto	"	250	0	0	
Vingorla No. 2.	Ditto	"	332	0	0	
Aroli Shiroday.	Ditto	"	400	0	0	
Purooley.	Ditto	"	300	0	0	
Ramghud.	Ditto	"	478	8	0	
Rajapoor No. 1.	Ditto	"	240	0	0	

They have all been built under the supervision of the department, and besides these eleven other petty school-houses have been built by the people at their own expense. I regret to add, however, that nothing has been done towards the completion of the only important work sanctioned for this collectorate, viz., a building for School No. 2 at Rutnagherry, and the reasons for the delay alleged by the Deputy Inspector are not altogether satisfactory.

Tanna Collectorate.

The Deputy Inspector reports that the building of school-houses has been undertaken by the local funds committees in accordance with the instructions conveyed in paragraph 6 of Government Resolution No. 684 of the 17th of October 1865. I regret to

observe that Mr. Vishnoolalkrishna has consequently taken no pains whatever to push on the sanctioned works, which he certainly ought to, and might have done even as a member of the talooka committees. As a consequence, nothing whatever has been done until quite recently.

Penn. Building commenced ; estimated cost Rupees 11,000.

Tanna. Enlargement of existing school commenced ; cost Rupees 1,000.

The other buildings sanctioned are at a stand-still.

Bombay.

In the island of Bombay our Vernacular Schools are all located in rented houses, for the most part quite unsuited in every way.

35. GRANTS-IN-AID.—After a delay of some eighteen months the sanction of the local government was obtained in February to the modifications in the existing rules proposed by you as Acting Director of Public Instruction in 1864. These modifications appear to have met with the approval of managers of schools of all classes, judging from the fact that no less than 28 schools were registered before the close of the year in the Central Division for examination under these rules.

36. I would take this opportunity of again bringing to your notice the necessity of some simplification in the present system of accounts kept in this office. The subject had already engaged the attention of the late Honorable Stewart Gordon, and was by him brought to the notice of Mr. Foster during the rains, but, probably owing to Mr. Gordon's untimely death, no good result has yet been derived. The amount of office work devolving on me is such as to interfere greatly with my inspection, and should, if possible, be lessened.

I have the honour to be,

Sir,

Your most obedient Servant,

T. WADDINGTON,

Educational Inspector Central Division.

REPORT BY T. B. CURTIS, Esq., EDUCATIONAL
INSPECTOR NORTHERN DIVISION, FOR 1865-66.

No. 250 OF 1866-67.

Camp, Surat, 16th July 1866.

To Sir A. GRANT, Bart.,
Director of Public Instruction, Bombay.

SIR,—I have the honour to submit my Report on Public Instruction in the Northern Division for the official year 1865-66.

2. This Division comprises the collectorates of Ahmedabad, Kaira, and Surat, the sub-collectorate of Broach, and the Punch Mahals, the Political Agencies of Kattiawar, Rewa Kanta, Mahee Kanta, Palumpoor, and Surat, and the Camp of Baroda; with an area of 54,963 square miles, and a population of 4,702,448.

3. *Inspecting Agency.*—I took charge of this Division from Mr. Russell on the 5th of May 1865, and in the work of inspection &c. have had the assistance of four Deputy and one Assistant Deputy Educational Inspectors, as under :—

<i>Date of Appointment.</i>	<i>Name.</i>	<i>Designation.</i>	<i>Salary.</i>
			Rs.
12th December 1865.	Rao Sahib Mohunlal Ranchodas Javerce	Deputy Educational Inspector Surat Sub-Division.	175
4th March 1867.....	Rao Sahib Mayaram Sambhunnath Upadhya	Ditto Dholka ditto.	150
19th July 1865	Rao Sahib Hurilal Mohunlal ..	Ditto Kaira ditto.	125
27th May 1865	Rao Sahib Gopaljee Surbhui Dessai	Ditto Kattiawar do.	200
31st July 1865	Mr. Lalbhui Kam	Assistant Deputy Educational Inspector Rewa Kanta do.	75

4. The area &c. of each Sub-Division are as follows :—

Sub-Division.	Area.	Population.	Schools.	Scholars.
Surat	2,899	787,728	132	8,315
Dholka	4,437	658,569	103	8,177
Kaira	1,375	580,631	105	9,734
Kattiawar	20,000	1,475,685	66	5,048
Rewa Kanta	15,136	500,720	36	2,874
Total..	43,847	4,003,333	442	34,148

For the schools in the Mahce Kanta and Palunpoor Districts no separate Deputy Inspectors have yet been appointed; the consequence is that education is progressing but slowly in these districts.

5. Including my journey to Poona to attend the conference there in August last, I have travelled during the year 3,370 miles (1,133 of which by road), and inspected and visited 127 schools.

6. The following statement will give some idea of the work performed by the several Deputy Inspectors :—

Sub-Division.	Miles travelled.	Schools examined and inspected.	Letters received.	Letters Despatched.
Surat	1,765	125	6,387	3,380
Dholka	1,481	117	6,417	4,525
Kaira	2,208	126	5,549	3,845
Kattiawar	1,322	74	4,619	3,587
Rewa Kanta	1,095	61	2,598	1,467

7. The actual expenditure during the year from all sources has been as follows :—

Charges.	From Imperial Funds.			From Local Funds.		
	Rs.	a.	p.	Rs.	a.	p.
Inspection and its subsidiary charges	27,338	6	9	4,776	9	2
Instruction (including erection of school-houses and all educational expenditure not coming under the above head)	88,859	6	11	2,90,251	7	11
Total... Rs.	1,16,197	13	8	2,95,028	1	1
Grand Total... Rs.	....	.	.	4,11,225	14	9

The cost of inspection was thus only 7·8 per cent. of the total expenditure.

8. The details of expenditure from local funds during the year are as under :—

Surat Local Cess.....	Rupees	87,815	2	3
Ahmedabad ditto.....	,,	38,521	1	6
Kaira ditto	,,	40,020	7	8
Broach ditto	,,	59,270	7	5
Fees	,,	20,074	13	9
Municipal Contributions.....	,,	6,331	11	1
Popular ditto	,,	8,893	1	11
Guzerat Provincial College Fund.....	,,	4,034	14	1
Honorable Rustonjee Jamsetjee Jejeebhoy School Fund	,,	1,685	6	2
Sir Jamsetjee Jejeebhoy Parsee Benevolent Institution Fund	,,	7,063	3	9
Furdoonjee Sorabjee Parak Surat Industrial School Fund.....	,,	4,638	5	2
Muggumbhai K. Female School Fund....	,,	529	0	0
Shetani Hurkooverbai Fund	,,	404	1	0
Roychand Deepchand Fund	,,	1,237	13	2
Carried forward Rs.		2,60,549	8	11

Brought forward	Rupees 2,60,549	8	11
Kattiawar Educational Fund	„ 17,430	1	3
Rewa Kanta Educational Fund	„ 411	13	8
Subscriptions and Donations from Chiefs and others	„ 8,975	5	0
Cowasjee Jehanghir's Zurthosti Madressa and Gandevi Schools	„ 7,631	3	9
	Rupees. . . .	2,95,028	1 1

9. At the end of April 1865 there were under inspection in this Division 327 schools containing 24,616 scholars ; at the end of the year under report the number of schools was 449, and the number of scholars 34,689, an *increase* of 122 schools and 10,073 scholars, or 40.9 per cent. on the number of pupils, as shown in the following comparative statement :—

Description of Institutions.		Schools and Scholars 1864-65.		Schools and Scholars 1865-66.		Increase.		Decrease.	
REGULATION DISTRICTS.									
GOVERNMENT SCHOOLS.									
Higher Class.	Guzerat Provincial College	1	27	1	46	..	19	..	..
	Ahmedabad High School.	1	214	1	189	..	..	..	25
	Surat do.	1	252	1	218	..	..	..	34
	Total...	3	493	3	453	..	..	..	40
	1st Class Anglo-Vernacular.								
Middle Class.	Branch.....	1	149	1	155	..	6	..	..
	Narind	1	102	1	152	..	50	..	..
	Kaira	1	69	1	60	..	..	..	..
	Deesa	1	32	1	56	..	24	..	..
	Baroda	1	41	1	40	..	..	..	1
	Total....	5	384	5	463	..	79	..	..
	2nd Class Anglo-Vernacular.								
	Ahmedabad	11	487	10	537	..	50	1	..
	Surat	10	550	12	504	2	..	..	46
	Kaira	11	266	8	280	..	20	3	..
	Punch Mahals	2	27	2	68	..	41	2	..
	Total....	34	1,331	32	1,395	..	65	..	..
Carried over..		42	2,207	40	2,311	..	144	2	40

Description of Institutions.		Schools and Scholars 1904-05.		Schools and Scholars 18,35-06.		Increase.		Decrease.	
Lower Class.	Brought over....	42	2,207	40	2,311	..	144	2	40
	<i>Vernacular Boys' Schools.</i> —(Vernacular Departments in the above 2nd Class Anglo-Vernacular Schools.)								
	Ahmedabad	..	980	..	999	..	19	..	..
	Surat	..	755	..	769	..	14	..	..
	Kaira	..	1,757	..	1,447	..	..	..	310
	Punch Mahals	..	319	..	346	..	27	..	..
	Total....	..	3,811	..	3,561	..	..	..	250
	<i>Primary Schools.</i>								
	Ahmedabad	48	3,476	79	5,788	31	2,312	..	..
	Surat	60	2,905	85	4,521	25	1,616	..	..
	Kaira	34	2,704	83	7,364	49	4,570	..	..
	Punch Mahals	20	1,117	22	1,440	2	332	..	..
	Deesa	1	55	1	45	..	..	..	10
	Baroda	1	63	1	57	..	..	..	6
	Total....	164	14,221	271	22,785	107	7,564	..	..
	<i>Vernacular Female Schools and Classes.</i>								
	Ahmedabad	3	78	7	163	4	85	..	..
	Surat	..	..	3	110	3	110	..	..
	Kaira	4	117	9	309	5	192	..	..
	Total....	7	195	19	582	12	387	..	..
	<i>Training Schools.</i>								
	Ahmedabad	1	47	1	79	..	52	..	..
	Surat	..	..	1	38	1	38	..	..
	Total....	1	47	2	117	1	70	..	..
Total of Govt. Schools		214	16,670	332	25,705	118	9,135	..	..
AIDED SCHOOLS.									
<i>Middle Class Schools.</i>									
Surat		4	380	4	208	..	..	..	82
<i>Lower Class Vernacular Schools.</i>									
Boys' Schools, Surat		10	725	8	516	..	..	2	209
Girls' Schools, Surat		7	323	8	387	1	64	..	..
		17	1,048	16	903	..	..	1	145
<i>Special.</i>									
Fardoonjee Paruk's School of Art and Industry, Surat ..		1	..	1	45	..	..	..	37
Total of Aided Schools		22	1,571	21	1,250	..	..	..	261
Carried forward..		236	18,184	353	27,045	118	8,861	..	..

Description of Institutions.		Schools and Scholars 1834-65.		Schools and Scholars 1865-68.		Increase.		Decrease.	
Brought forward....		236	18,184	353	27,045	117	8,861	..	..
SCHOOLS UNDER INSPECTION.									
Middle Class.									
Ahmedabad.....	1	46	..	..	..	..	..	1	46
Surat	2	191	2	142	..	..	..	..	49
Total. ..		3	237	2	142	..	..	1	95
Lower Class Vernacular Boys' Schools.									
Kaira	..	..	1	19	1	19	..	..	..
Surat	1	145	1	219	..	74	..	..	..
Total....		1	145	2	238	1	93	..	..
Vernacular Girls' Schools.									
Ahmedabad.....	3	234	3	276	..	42	..	..	..
Surat	..	225	4	340	1	115	..	..	..
Total....		6	459	7	616	1	157	..	..
Total under Inspection....		10	841	11	986	1	155	..	..
Grand Total in Regulation Districts		246	19,025	364	28,041	118	9,016	..	..
NON-REGULATION DISTRICTS.									
Middle Class.	1st Class Anglo-Ver. Schools.								
	Kattiwar	2	163	2	189	..	26	..	..
	Palunpoor	1	34	1	39	..	5	..	..
	Total....	3	197	3	228	..	31	..	..
	2nd Class Anglo-Ver. Schools.								
Lower Class.	Kattiwar	7	155	7	129	..	..	..	26
	Total....	10	352	10	357	..	5	..	..
	Vernacular Departments in the above 2nd Class Anglo-Vernacular Schools.	..	897	..	922	..	85	..	..
	Vernacular Schools.								
	Kattiwar	40	2,516	46	3,473	6	957	..	..
	Rewa Kunta	11	1,013	12	1,011	1	..	..	8
	Palunpoor	4	299	4	401	..	102	..	..
	Surat Agency	1	31	1	49	..	18	..	..
	Sadra	1	170	1	100	..	..	..	70
	Vernacular Female Schools and Classes.								
	Kattiwar	13	303	11	335	..	..	2	28
	Rewa Kunta	1	4	..	..	..	..	1	4
Total....		71	6,299	75	6,491	4	1,052	..	..
Grand Total....		81	5,591	85	6,448	4	1,057	..	..
Grand Total....		327	24,616	449	34,589	122	10,073	..	..

10. The following figures show the progress made during the past ten years :—

Year.	In the four Collectorates.		In Kattiawar.		In Palunpoor.		In Mahee Kanta.		In Rewa Kan- ta and Punch Mahals.		In Surat Agency.		Total.	
	Schools.	Scholars.	Schools.	Scholars.	Schools.	Scholars.	Schools.	Scholars.	Schools.	Scholars.	Schools.	Scholars.	Schools.	Scholars.
1855-56.....	53	4,655	17	1,105	4	77	2	185	7	347	..	..	83	6,369
1865-66.....	310	26,178	66	5,048	5	440	1	100	36	2,874	1	49	419	34,689
Increase	287	21,523	49	3,943	1	363	..	..	29	2,527	1	49	366	28,320

11. The information contained in the following statements is in the form required by the Government of India :—

**Statement of Schools and Scholars and Cost for the year ending
30th April 1866.**

	Grades of Schools.	Number of Schools.	Number of Boys during 1865-66 (monthly average).	Average Daily Attendance.	Charges.	
					Imperial.	Local Funds.
					Rs. a. p.	Rs. a. p.
REGULATION DISTRICTS.						
Higher Class.	Guzerat Provincial College.....	1	39	34	1,647 9 3	3,972 6 1
	<i>High Schools.</i>					
	Ahmedabad.....	1	104.1	140	7,222 10 8	5,754 11 4
	Surat	1	255.0	194	7,502 15 5	9,106 7 8
	Total....	2	419.1	343	14,725 10 1	14,861 3 0
Middle Class.	<i>1st Class Anglo-Vernacular Schools.</i>					
	Broach.....	1	153.4	110	2,142 4 3	3,114 11 4
	Nariad.....	1	120.0	93.0	845 14 0	2,400 4 11
	Kaira.....	1	63	40	193 4 0	670 1 1
	Camp Baroda	1	44.3	26.4	739 10 4	179 4 0
	Camp Deesa	1	37.5	28.2	361 7 10	245 5 0
	Total....	5	410.1	304.2	4,282 8 5	6,609 10 4
	<i>2nd Class Anglo-Vernacular Schools.</i>					
	Ahmedabad.....	10	501	445	2,621 0 9	481 3 3
	Kaira	8	274.2	271	2,235 0 10	2,298 11 0
	Surat	12	495	450	3,079 5 1	3,068 13 0
	Punch Mahals	2	38.4	20.5	800 14 1	230 15 10
	Total....	32	1308.6	1201.5	8,737 4 0	6,704 11 1
	<i>Vernacular Departments.</i>					
	Ahmedabad	..	958	609	1,310 8 0	4,804 8 0
	Kaira	..	1376	898.5	1,117 5 0	4,567 7 6
	Surat	..	704	511	1,539 11 0	7,387 12 9
	Punch Mahals	..	271.2	230.4	437 4 8	487 8 6
	Total....	..	3309.2	2249.0	4,404 12 8	17,306 15 8
Lower Class.	<i>Primary Schools.</i>					
	Ahmedabad	70	5533.8	3806.4	0,445 9 0	11,003 10 7
	Kaira	83	6574.5	4807.3	8,240 11 5	14,016 7 1
	Surat	85	4734.5	3154.7	0,977 1 1	11,050 6 6
	Punch Mahals	22	1240.0	804.1	3,913 13 9	1,704 1 11
	Deesa	1	4.7	38.5	180 11 0	385 5 0
	Bagoda.....	1	51.9	30.8	445 0 0	358 9 1
	Total....	271	18181.4	12841.8	32,252 2 0	39,424 7 1
	<i>Vernacular Female Schools.</i>					
	Ahmedabad	7	176.5	107.5	72 4 0	601 1 0
	Kaira	9	300.0	162.1	....	714 8 7
	Surat	3	74	45.0	....	108 0 0
	Total....	10	550.1	314.6	73 4 0	1,573 9 7
	<i>Training Schools.</i>					
	Ahmedabad	1	68.0	53.8	7,110 0 0	912 15 3
	Surat	1	36.0	20.2	380 0 1	4,803 15 5
	Total....	2	104.0	83	7,490 0 1	5,774 14 8
	Grand Total....	332	21359	17417	73,422 3 8	99,564 11 0

Description of Institutions.	Number of Schools.	Number of Boys during 1895-96 (monthly average).	Average Daily Attendance.	Charges.	
				Imperial.	Local Funds.
				<i>Rs. a. p.</i>	<i>Rs. a. p.</i>
Brought over....	332	24250	17417	73,022 3 3	90,554 13 0
AIDED SCHOOLS.					
<i>Middle Class.</i>					
Surat	4	319.4	230	2,211 11 0	3,351 14 5
<i>Lower Class.</i>					
Vernacular Boys' Schools, Surat	8	678.1	701.5	} 526 8 0	5,396 11 0
Vernacular Girls' Schools, Surat	8	365.9	216.8		
Total....	16	1044	918.6	526 8 0	5,396 11 0
<i>Special.</i>					
Furdoonjee Paruk Sch. of Art and Industry, Surat	1	59.6	33	1,000 0 0	4,638 5 2
Total....	21	1423	1181.6	3,738 8 0	13,380 15 1
UNDER INSPECTION ONLY.					
<i>Middle Class.</i>					
Surat.....	2	149.2	123	....	5,592 3 1
<i>Lower Class.</i>					
Vernacular Boys' Schools, K.	1	21.7	18	....	....
Ditto Surat	1	200.1	184	...	1,685 0 8
Total....	2	221.8	202	....	1,685 0 8
<i>Vernacular Female Schools, Ahmedabad.</i>					
Ditto Surat	3	255.2	145.9	....	1,274 14 10
	4	311.7	189.7	....	1,591 13 2
	7	566.9	335.6	....	2,866 12 0
Total....	11	957.9	500.6	....	9,143 15 0
Grand Total of Government Districts	364	24730.9	2260 2	77,300 0 3	1,10,086 12 4

Description of Institutions.	Number of Schools.	Number of Boys during 1865-6 (monthly average).	Average Daily Attendance.	Charges.	
				Imperial.	Local Funds.
				<i>Rs. a. p.</i>	<i>Rs. a. p.</i>
Brought over...	364	23,739.9	10,259.2	77,360 6 3	1,10,085 12 4
NON-REGULATION DISTRICTS.					
Middle Class.	<i>1st Class Anglo-Ver. Schools.</i>				
	Rajkote	1	89.8	73.4	3,094 10 11
	Bhownuggur	1	81.0	61.5	996 12 4
	Palunpoor	1	36.7	26.8	593 3 0
		3	207.5	161.7	4,684 10 3
	<i>2nd Class Anglo-Ver. Schools.</i>				
	English Department, Kattiawar.	7	156	105	581 13 0
	Vernacular do....	..	1,031.1	653.3	2,327 9 7
	<i>Ver. Schools.</i>				
	Kattiawar	46	2221.7	2306	10,185 2 0
Lower Class.	Palunpoor	4	335.4	287.6	1,149 15 7
	Mahce Kanta	1	140.4	91.2	1,254 8 7
	Rewa Kanta	12	1009.7	692.1	2,427 4 7
	Surat Agency	1	37.8	29.2	221 11 0
		64	4745	3,408.1	15,248 9 9
	<i>Female Schools and Classes.</i>				
	Kattiawar	11	380.4	209.7	2,552 12 11
	Total in Non-Regulation Districts	85	6. 20	4,535 8	25,345 7 6
	Grand Total	449	33,259.9	23,795	1,44,481 3 10

12. The *cost per head* for instruction of all grades was as follows :—

Description of Institutions.	Total Cost.			Cost to Govern- ment.		
	Rs.	a.	p.	Rs.	a.	p.
Schools of Higher Class	93	6	5	43	5	4
Do. Middle Class. { 1st Grade	33	1	5	8	10	7
{ 2nd Grade	12	4	2	6	11	0
Do. Lower Class.. { Boys'	5	13	5	1	13	3
{ Girls'	11	4	2	0	1	0
Normal Schools	159	15	3	90	5	7
School of Art and Industry	170	13	9	30	4	10

		Per Cent.	13. The <i>average</i>
In Schools of the Higher Class ..	77.2		<i>attendance</i> in schools
Ditto Middle Class { 1st Grade	74.9		of all grades was as
{ 2nd Grade	89.2		per margin, and may,
Ditto Lower Class { Boys'	71.2		I think, be considered
{ Girls'	63.4		satisfactory.
Normal Schools	80.1		

14. <i>Percentage of Castes of Pupils.</i> —			Ten years ago 68.7 per
			cent. of the pupils in our
	1855-56.	1865-66.	schools were the children
Brahmins	35.08	25.2	of Brahmins and Banians.
Banians	33.65	26	The children of other
Other Hindoos	21.62	33.4	castes, especially of
Mahomedans	5.00	8.5	Koonbees, or agricul-
Miscellaneous, including			turalists, now attend in
Parsees	3.90	6.0	large numbers, and in
	100	100	some places Kolies and
			Bheels are found. The comparative statement in the margin shows
			the change that has taken place.

15. <i>Teachers.</i> —In this Division there are, in addition to two			European Masters on Rupees
Rupees 250		1	590 and 400 per mensem re-
" 100 to 200		10	spectively, 699 teachers, re-
" 75 to 100		6	ceiving salaries of Rupees 5 per
" 50 to 75		10	mensem and upwards, as shown
" 40 to 50		24	in the margin. Of those re-
" 30 to 40		23	ceiving salaries of Rupees 30
" 20 to 30		68	and upwards two are graduates
" 15 to 20		154	of the Bombay University, and
" 10 to 15		203	
" 5 to 10		105	
Total....		688	

twenty-three are under-graduates. A large proportion of those receiving from Rupees 30 to Rupees 10 per mensem are passed normal scholars.

16. *Fees.*—At the end of last year, as reported by Mr. Russell, the fee in Vernacular Schools was reduced to one anna and half an anna, according to the grade of instruction. This year non-cess-payers have, with your sanction, been called upon to pay two annas and one anna respectively. In the High Schools the fee has been raised, from twelve annas and eight annas, to one and a half rupees and one rupee respectively, and in the Surat Branch English Schools from four to eight annas, as in other schools of the same grade. The total fee collections for the year are Rs. 21,060-13-6, against Rs. 19,026-13-6 in 1864-65.

17. *Sale of Books.*—There has been a steady increase in the sale of school books in all the Book Depôts throughout the Division. Had the supply been larger and more regular the sale would have been greater than it has been. Below is a comparative statement of the sales for the past two years :—

Year.	English.				Vernacular.				Total.			
	No.	Value.			No.	Value.			No.	Value.		
		Rs.	a.	p.		Rs.	a.	p.		Rs.	a.	p.
1864-65 ..	12,021	4,328	12	0	58,642	14,899	0	0	70,663	19,227	13	3
1865-66 ..	13,503	5,022	11	0	82,355	22,243	12	0	95,948	27,246	7	0
Increase...	1,572	693	14	3	23,713	7,344	11	6	25,285	8,038	9	0

18. *School-houses.*—Much has been done this year towards providing suitable school-houses. No less than 49 houses have been erected, or are in course of erection, chiefly on plans drawn by Lieutenant Mant, the Executive Engineer Surat, and myself, and approved of by the Superintending Engineer N. D. Most of them are substantial buildings of burnt brick and lime, and are likely to last many years. Allowing eight square feet per boy, they will afford accommodation for 3,326 pupils. In consequence of the present high prices of labour and materials, they have cost the large sum of Rs. 1,45,100, of which Rs. 1,28,985 was from local cess, the remainder from Government and the people's contributions. In the Surat, Broach, and Kaira districts the school houses built

from local funds (20 in number) were superintended by the Executive Engineers of those districts Lieutenants. Mant, Baldwin, and Morant, the remainder by this department with such assistance as could be obtained from the local authorities.

19. The erection of a suitable building for the Training School at Ahmedabad, on a plan drawn by Lieutenant Lee, Executive Engineer Ahmedabad, has been sanctioned by Government, at a cost of Rs. 77,000; the work has been intrusted to the Public Works Department, and the building is expected to be completed in 1866-67.

REMARKS ON SCHOOLS.

REGULATION DISTRICTS.

20. *Guzerat Provincial College, Ahmedabad.*—The subjects now taught are Law, Logic, Moral Philosophy, History, Mathematics, and Sanscrit, the latter for the first time this year. Though still hardly deserving the name of a College, this institution is popular and useful, and there is an increase of nineteen students. The reports of the teachers have been sent to you direct by the Principal. Though it is no part of the functions of the College to prepare young men for matriculation, several of those who “went up” from the Ahmedabad High School in November last were partly indebted to this institution for the knowledge which enabled them to pass.

21. *High Schools.*—The Ahmedabad and Surat High Schools are the only schools of this grade in this Division. Both have European Head Masters. Each matriculated seven students at the University examination in November 1865. In Ahmedabad there is a decrease of 25 students, owing to the increased fee, and the strict entrance examination, both good measures, especially the latter. In Surat, from the same causes and the presence of a large well-conducted Mission School, which now aims at preparing boys for matriculation, and in which a fee of eight annas only is levied, there is a decrease of 34 boys.

22. *Middle Class Schools.*—Under this class come all First and Second Class Anglo-Vernacular Schools. The former, of which there are nine in the Regulation District, with 825 boys in them, teach up to the fifth standard given in Schedule A of the Grant-in-Aid Rules, and occasionally beyond it. This year the Broach School matricu-

lated one, and the Zarthosti Madressa at Nowsaree two, students. Both of these are well-taught schools, and do credit to their Head Masters, Messrs. Partatishankar Munishankar Dave and Sorabjee Eduljee. The Nariad school is rapidly improving now it has been provided with a better paid and more efficient staff of teachers. It has an increase of 50 boys, and is not far behind the Broach School in efficiency. Next comes the Parsee Panchayet School at Surat, which is a well-taught and thriving school. The Kaira, Deesa, Gandevi, and Bulsar schools are improving. The school at the camp, Baroda, is the worst of this grade of schools, but measures are being adopted for its improvement.

23. Of Second Class Anglo-Vernacular Schools there are 34 in these Districts, with 1,473 pupils in them learning English, about the same number as last year. Although the number of pupils has not increased, the quality of teaching in them has ; and they are now nearly all in a more efficient state than when Mr. Russell reported on them last year, and 8 of them have masters who have passed the matriculation examination. The best schools of this grade are the two Branch Schools at Ahmedabad, with 364 boys in them.

24. The very large increase in the number of pupils in the Vernacular Schools in the collectorates shows clearly that the people approve of our system of education, and are determined to derive all the benefits they can from the local cess. There is a great change in the feelings of the people. My belief is that the demand for education will go on increasing, and so far from the wants of the people having been nearly met I am of opinion that they will not be met during this century. The increase this year in the several collectorates is as under :—

	Schools.	Scholars.
Ahmedabad.....	31	2,312
Kaira	49	4,570
Surat and Broach	26	1,616
Punch Mahals	2	332
	107	8,830

25. *Female Education*, though yet in its infancy, is making steady progress, there being now 1,920 girls under instruction .

this Division. 29 Girls' Schools, having masters of their own, are attended by 1,412 girls, and 508 girls attend 18 classes attached to Vernacular Schools, with teachers on small salaries. These classes will gradually expand into schools. As a rule, the studies are low, and the attendance not so regular as is desirable, being 62·4 per cent., against 71·2 in Boys' Schools of the Lower Class. It is encouraging, however, to find the desire for female education existing at all; and this desire will, I am sure, if fostered, increase, and in a few years Girls' Schools will be the rule, and not the exception, in all towns of any size and importance. The Roychund Deepchund Girls' School at Surat, and the Muggonbhai and Hurkooverbai Girls' Schools at Ahmedabad, which you visited with me in February last, really desire the name of schools, and in several others the studies in the higher classes are the same in literature as in Primary Schools for boys, *i.e.*, up to the Fourth Reading Book &c.

26. *Training Schools*.—The one at Ahmedabad has continued its useful career under Rao Saheb Mahipatram Rupram Lilkunth. During the year 108 students, of whom 33 paid a fee, were admitted, and it has supplied the large number of 68 teachers. The boarding-house in connection with it, opened in 1857, and, the first of its kind in Western India, is popular and useful. It has now 70 inmates, of whom 21 are boys from the districts, who attend the High School and other schools in the city of Ahmedabad. The messing system is adopted, and great credit is due to Rao Saheb Mahipatram Rupram Lilkunth and his wife for their watchful care of the young people under their charge.

27. The Training School at Surat, to which Government contributes Rs. 33 per mensem only, and the Surat and Broach local fund committees Rs. 250 each, was opened in June last, to meet the pressing demand for Vernacular School masters in the Surat Sub-Division. It has supplied 11 masters during the year, and 24 of its students passed for masterships at the end of April. In connection with this school also is a boarding-house, with 35 inmates. The Head Master, Mr. Nandshankur Tooljashankur, formerly Second Master in the Surat High School, has performed his duties to my entire satisfaction.

28. *Special School*.—The Poonjee Sorabjee Paruk School of Art and Industry at Surat continues a mere workshop. From the correspondence now taking place between yourself and the

committee, you are aware of the measures being adopted for its improvement. It is attended by 49 boys.

NON-REGULATION DISTRICTS.

29. *Kattiawar*.—Major Keatinge's proposals for the improvement and extension of education in this province, alluded to in paragraph 14 of Mr. Russell's Report for 1864-65, have been adopted and partially brought into operation this year. The full benefit of them, however, will not be felt till next year.

30. The interest of the Kattiawar Educational Fund, amounting to about Rs. 8,400 per annum, is now expended partly on a Central English School at Rajkote, with a Head Master who devotes the whole of his time to the school, and partly on a Deputy Educational Inspector, whose sole duty is that of inspection. Kattiawar is divided into four divisions, each of which has an educational committee of its own, composed of the representatives of the chiefs and the Deputy Educational Inspector, and presided over by the Assistant Political Agent of the division. Each chief provides the funds for the schools in his own territory. The consequence is that they take more interest in them, and have been induced to increase their subscriptions. Last year their subscriptions for the support of 47 schools amounted to Rs. 11,042. From the 1st of January 1866 they give Rs. 28,797 per annum for the support of 70 Vernacular Schools, and a Training School for vernacular masters at Rajkote. They also undertake to erect school-houses where required, to supply furniture and books to new schools when opened, and to distribute prizes annually. The fee question has also, I am happy to report, been decided, and a fee of one anna is now paid by each pupil in all Vernacular Schools. Arrangements have also been made for the formation of a pension fund for schoolmasters.

31. Rao Saheb Gopaljee Surbhai Desai, formerly Deputy Educational Inspector of the Rewa Kanta Sub-Division, was appointed Deputy Inspector of this Division in July last, and has performed his duties in a very satisfactory manner. He is active and intelligent, and appears to gain the confidence of all with whom he comes in contact, both Europeans and Natives. This, combined with the ready assistance he has met with from Major Keatinge and his Assistants, and the increasing interest being taken in education by the various chiefs and their representatives, has produced good results, and augurs well for the future.

32. Only two new schools have been opened; but, in spite of the levying of a fee, to which there was said to be so much opposition, there is an increase of 992 pupils, as shown in the comparative statement given above, in paragraph 9. Arrangements are in progress for opening between twenty and thirty new schools, and next year I expect to report a large increase in attendance in schools of all grades in this part of the Division.

33. Mr. Motilal Ramprasad Datya, B. A., a young man of great promise, who was appointed Head Master of the English School at Rajkote in June last, was cut off by death before he could do much for the improvement of the school. His successor, Mr. Uttumram Nurbheram, is doing well. Since he took charge, in January last, the number of pupils has increased from 80 to 105, and the average attendance from 74.4 to 80 per cent., and in every other respect the school is improving under him.

34. The Jam of Nowanuggur has founded a scholarship of ten rupees per mensem to be held in the Rajkote English School. To raise the character of the school a few more such scholarships are required.

35. The First Class Anglo-Vernacular School at Bhownuggur, under Mr. Prannarayen Mayashunkur, is, considering the poor staff of assistants, in a fair state, and has an increase of nine pupils. It does not yet teach up to the matriculation standard; but during the year has sent two boys to the Elphinstone High School, one to the Surat High School, and one to the Ahmedabad High School, to prepare for matriculation.

36. The Vernacular Schools in this Division are mostly of the Lower Grade. Such of them as I visited, viz., those at Rajkote, Bhownuggur, Wulla, Gudra, Jurdhan, and Nagnesh, are quite equal to schools of the same grade in the Regulation Districts.

37. There are a number of Anglo-Vernacular and Vernacular Schools in different parts of Kattiawar not under regular inspection, conducted on the same plan as Government Schools, and using our books. Fourteen of these schools were examined during the year by the Deputy Inspector, at the request of the talookdars. Including these schools, there are now many schools and scholars in Kattiawar as there were in the whole of the Northern Division eleven years ago.

38. *Rewa Kanta*.—The schools here, as in Kattiawar, cost the British Government nothing. They are all Vernacular Schools, 12 in number, with 1,011 pupils in them. There is thus an increase of one school, and a decrease of eight scholars, in the year. Those at Wadasinore, Virpoor, Lunawara, and Nandode are large and flourishing schools; the remainder are Lower Class Schools, all in a fair state, and doing good. Last year the Raja of Nandode, or Rajpcepla, placed the Vernacular School at his capital under inspection, and, being satisfied that good resulted therefrom, has this year, through the Political Agent, Colonel Anderson (who takes great interest in the cause of education), signified his intention of opening ten additional schools in his territory on the same plan; arrangements are also being made for four other new schools in this Agency.

39. *Mahee Kanta*.—There is no increase in the number of schools under inspection in these districts. The Vernacular School at Camp Sadra, the only one under inspection, is one of the best in the Division, and the Political Agent, Major Black, takes great interest in it; there is, however, a decrease of seventy boys in it, consequent on the levying of a fee for the first time. He has a few schools under his own care, but they are far inferior to the schools under our management in the Rewa Kanta.

40. *Palunpoor*.—Although nothing has been done towards raising funds for the extension of education in this Agency, there is an increase this year of 107 pupils in the five schools which have been in existence during the last ten years. This fact proves that the people are willing to be educated, and would attend schools if they were opened, which, however, they cannot be without funds.

41. *Surat Agency*.—There is one Vernacular School only in these districts under inspection (established in 1858), in which there are 49 pupils, an increase of 18. This is the wildest, most unhealthy, and in every respect the most uncultivated portion of this Division.

42. *Local Cess*.—This year we have had the full benefit of the local cess, which has enabled us to open a large number of Vernacular Schools, and to erect school-houses in places where they were most urgently required, as mentioned above. The cess is, I believe, paid willingly; and the people appear to be fully alive to the benefits to be derived from it; and from the large increase in the number

of scholars it is evident that they are determined to avail themselves of its benefits to the utmost.

43. In this Division there are four local fund committees, whose budgets, sanctioned by yourself and the Revenue Commissioner N.D., were as under :—

	Sanctioned.	Expended.
Surat	Rs. 90,167*	Rs. 87,845
Ahmedabad	„ 50,313	„ 38,521
Kaira	„ 47,497	„ 40,020
Broach	„ 49,974	„ 39,270
	<u>Rs. 2,37,951</u>	<u>Rs. 2,05,656</u>

The details of expenditure are as follows :—

	Surat.	Ahmedabad.	Kaira.	Broach.	Total.
	Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.
Inspection.....	213 11 3	155 6 10	159 5 1	162 11 10	691 3 0
School-houses	61,253 0 0	26,285 0 0	15,346 0 0	24,101 0 0	1,28,985 0 0
Instruction	24,378 7 0	12,040 10 8	24,515 2 7	15,600 11 7	76,534 15 10
Total.....	87,845 2 3	38,521 1 6	40,020 7 8	39,270 7 5	2,05,657 2 10

This year the amount available was large, in consequence of the large unexpended balances of former years. The average amount of the cess will in future be about Rs. 1,50,000 per annum.

44. In the Punch Mahals the cess is not levied; but the Revenue Commissioner has, I am happy to say, sanctioned, from other local funds in those districts, the sum of Rs. 3,000 for education in 1866-67.

45. *Libraries and Reading-Rooms.*—Institutions of this kind worthy of notice exist in the following places in this Division, and several others are in embryo :—

1. Hemabhai Institute, Ahmedabad,
2. Andrew's Library, Surat,
3. Hadow Institute, Kaira,
4. Lang's Institute, Rajkote,
5. Native Library, Broach,
6. Do. Shownuggar,

* Including Rs. 31,900 sanctioned last year and spent this year.

7. Native Library, Oomreth,
8. Do. Nariad,
9. Do. Mahoodha,
10. Do. Kuppurwunj,
11. Lilladhur Library, Dholka:

46. *Assistance.*—The Deputy Educational Inspectors and myself have met with the most cordial assistance from all members of other departments whose aid was solicited. To name any in particular, when all assist so willingly, would be invidious.

47. *Deputy Inspectors.*—These officers have had very heavy work this year, and have performed it cheerfully and well, more especially Rao Saheb Hurilal Mohunlal, of the Kaira Sub-Division, and Rao Saheb Gopaljee Surbhai Desai, of the Kattiawar Sub-Division, both of whom I beg to bring to your favourable notice. In conclusion, I trust that, in spite of many shortcomings, the result of the year's labours will on the whole be considered satisfactory.

I have the honour to be,

Sir,

Your most obedient Servant,

T. B. CURTIS,

Educational Inspector Northern Division.

3. REPORT BY W. A. RUSSELL, Esq., EDUCATIONAL INSPECTOR SOUTHERN DIVISION, FOR 1865-66.

REMARKS ON EDUCATION IN THE SOUTHERN OR CANARESE DIVISION.

The list herewith sent shows that this Division is far behind the other two Educational Divisions of the Presidency, both as regards the number and grade of schools, and that the most backward zilla in the Division is Kulladghee. But it should be borne in mind that the Canarese Division is a new one, and that Kulladghee is a new zilla.

In comparing this Division with the other two it is hardly necessary to remark that the Sirdars' English School at Belgaum is the only institution in the Canarese country comparable in any way to the many monuments of native liberality and public spirit in the shape of schools &c. in Guzerat, the Deccan, and Bombay. The south Maratha sirdars have the merit of redeeming the Canarese Division from the reproach of being absolutely without a private educational endowment, but the trading classes have as yet done nothing.

The educational progress of the Deccan and Guzerat can only be emulated in this Division when a local cess is available for schools here, as there.

The formation of the Canarese Division dates from 1863, after the addition of North Canara to this Presidency. There are very few educated Canarese in this or any other Government department. The Deputy Inspectors and English Masters in this Division are none of them Canarese, and there are very few Canarese even among the Vernacular School masters in the districts. The Canarese language has never been taught and cultivated in this Division as the Gujarati and Marathi in theirs. While in the Marathi and Gujarati Divisions many learn English, in order to get government employment, in the Canarese Division few seem to care about it, and these few are generally not Canarese. While in the other two Divisions the means for a good vernacular education are ample, in this Division Canarese books (and masters) are only in course of preparation ;

when these are ready, and the local cess supplies funds for Village Schools, this Division may hope to rival the other two, but till then the indifference of the Canarese people in general to schools in which the books and teachers are mostly Marathi can hardly be wondered at.

As to the low state of Canarese as a vernacular, as compared with Marathi and Gujarati, it will be observed that the centres of Canarese literature and language are at Mysore, Bangalore, Mangalore, &c.; and that in the Canarese part of this Presidency, while the language of the masses is an uncultivated and, I am told, not a pure Canarese, that of the higher classes is much mixed with Marathi, not only in the districts formerly held by Maratha sirdars, but wherever public officials were, as they now are for the most part, Marathi-speaking men. With regard to the first two wants of this Division, Canarese books and men, I have to report that the Fourth Book of our Reading Series (mostly translated from Major Candy's Marathi one) is finished, and under correction for the press, and that the Fifth is in preparation by the Canarese Translator. We are thus in advance of the Mysore Division, whose Third Book only is ready, and was sent to me lately by the Director of Public Instruction, Mysore. We shall soon have a Canarese Reading Series equal perhaps to those of the Deccan and Guzerat. A few other Canarese school-books have been printed, and more will shortly be printed, for this department, while some are obtained from the Departments of Public Instruction of Madras and Mysore.

As to the want of Canarese men, I am endeavouring to secure the services of all Canarese competent for the higher as well as lower posts. I have this month placed a very competent tutor in the Belgaum Training School for Canarese masters. The Belgaum Deputy Inspectorship being vacant, I am in communication with Sir A. Grant as to the appointment of a competent Canarese to the post, and I trust my recommendation will be approved by him and by Government. I have directed the Deputy Inspectors and Anglo-Vernacular Masters to prepare for examination in Canarese, and am having all the Village School masters examined in that language at each school inspection. I have this year budgeted for means to put the Belgaum Training School on the same footing as a Vernacular College as those of Poona and Ahmedabad. It seems clear that Deputy Inspectors and masters in the Canarese country

should be Canarese, as those in the other two Divisions are natives of Guzerat and of Maharashtra respectively, and that this should be constantly borne in mind as vacancies occur, and competent Canarese men present themselves.

GRADES OF SCHOOLS.

The Belgaum High School is at last on a proper footing, and will shortly take its place among the High Schools of the Presidency. High Schools are not at present required in the other zillas.

Anglo-Vernacular Schools, First Grade.—Belgaum does not require* a First Grade School of this class, as it has its High School. I have budgeted for one for Kulladghee, and it can be opened as soon as the required government funds are sanctioned. There is one at Dharwar, and North Canara has two, one at Carwar and one at Honore, where also a few Anglo-Vernacular masters are trained for schools below the Ghauts.

Anglo-Vernacular Schools, Second Grade.—This is a very weak point in the Canarese Division, (and not a very strong one in the other two, as far as I have seen). These schools can only be properly mastered by men from a Training College, and there is none yet, *i.e.*, no Vernacular College, in this Division. At present a few English teachers (but none well qualified) are sent to schools at large towns if the people want them and will pay for them. But the organization of Talooka Schools is not possible yet in this Division.

Vernacular Schools, Southern Division, are, for causes above mentioned, as yet inferior in numbers, and perhaps character, to those of the other two Divisions.

Girls' Schools.—I only know of one in the whole Canarese country, that at Belgaum, mentioned in the accompanying list. On the other schools named in the list I have no statistics or remarks at present to offer.

On schools in the *Non-Regulation* Districts (of which I have no statistics) I beg to submit herewith some remarks by Rao Sahib Mahadeo Wasudeo Burvey, Deputy Inspector Belgaum. His Excellency the Governor has been pleased to express his approval of what he saw at Kolapoor. I have only seen the schools at Meeruj, and I agree generally with what the Deputy Inspector says of

* I have budgeted for a feeder to the High Schools.

them in his remarks already referred to. The Meeruj English School is quite able to send up candidates fit for admission to the Belgaum High School.

The Kolapoor and Sanglee chiefs, it will be seen, have educational departments of their own, with which, I understand, they would rather that this department did not interfere.

As regards the education of chiefs and their subjects—if I am not trespassing on forbidden ground—I would respectfully submit that nothing but stringent Government orders can really secure either one or other of these objects. All natives whom I have consulted are of this opinion. The plan of private tutors, at home, has failed in every instance I have heard of in this Presidency. If minors were ordered by Government to attend Government High Schools and Colleges at the proper age, and to stay till they had gone through the whole course of study, they would soon learn to thank Government for the boon whose first acceptance had been paternally forced upon them. This conviction has been strongly impressed on me by what I have lately seen of the two young jagheerdars of Meeruj, youths of promising abilities and disposition, but almost too old now, perhaps, to do much at school.

W. A. RUSSELL,

Educational Inspector Southern Division.

List showing Number and Grade of Government Schools in the four Zillas of the Southern Division in December 1865.

Description of Institutions.	Belgaum Zilla.	Kulladghce Zilla.	Dharwar Zilla.	Canara Zilla.
High School	1	..	..	..
Anglo-Vernacular Schools First Grade	..	..	1	2
Do. Second Grade	4	..	1	..
Vernacular Schools	50	38	43	10
Special Education, Training School	1	..	..	Training Class at Honore.
Girls' Schools	1	..	..	..

Indigenous Schools } Latest returns (1862-63) have been
 Missionary Schools } left at head-quarters, Belgaum.

Political Districts.

No returns in this office. For information about these schools see extract from Deputy Inspector's report for 1864-65 forwarded herewith.

W. A. RUSSELL,
Educational Inspector Southern Division.

EXTRACT FROM THE REPORT OF THE DEPUTY
EDUCATIONAL INSPECTOR BELGAUM FOR 1864-65.

35. *Jagheer State Schools.*—I visited the following schools in the Moodhole, Meeruj, Sanglee, Kolapoor, and Koorundwad States:—

- | | |
|--------------------------|--------------------------|
| 1. Moodhole. | 5. Terdal. |
| 2. Meeruj, Marathi. | 6. Sanglee, Marathi. |
| 3. Do. Anglo-Vernacular. | 7. Do. Anglo-Vernacular. |
| 4. Do. Hindustani. | 8. Nursobacheewadee. |
| 9. Koorundwad. | |

36. All these had made considerable progress over last year. There are some schools in the Junkhundee and Ramdroog States, but the chiefs did not express a desire for inspection. The Moodhole and Meeruj States having been under the management of Government, the schools are much looked after; they are placed on the same footing as ours. The same books are used, and the same course followed. I was particularly pleased with the state of the Meeruj Anglo-Vernacular and Vernacular Schools, under Mr. Bhasker Balkrishna, late of the Elphinstone College, and Mr. Venayek Janardan, a very efficient vernacular teacher of tried zeal and energy in the Rutnagherry districts, respectively. These schools were got up by Major G. S. A. Anderson, late Assistant Political Agent. Both have a splendid supply of books and furniture. The Moodhole schools are under the immediate superintendence of Mr. Gunnesh Dhondeo Paranjpe, Moonsiff, late a successful student of the Elphinstone College, Bombay. Major F. J. Oldfield, the Assistant Political Agent Southern Maratha Country, takes warm interest in the improvement of these schools.

37. The state of the Sangler schools was also satisfactory, the pure Vernacular School especially, under Mr. Dada Chapkhana.

The chief (Tatia Sahab Putwurdhun) has of late heartily taken up the subject of popular education. At the head-quarters, in addition to Vernacular and English Schools, qualified teachers of the Shastras and Vedas have been entertained, to give instruction in these subjects to classes consisting of boys maintained at State expense.

38. A number of Vernacular Schools have been opened throughout the districts, and placed for inspection and management under the State Inspector of Schools; Mr. Balkrishna Sukharam, late Deputy Educational Inspector in the Nagpoor districts, fills the post. This is certainly a good example set by His Highness Tatia Sahab, and deserves to be followed by others. Now that a regular educational department has been organized in the Sanglee districts, it is for the chief to see that the functionaries intrusted with this important work of education faithfully endeavour to carry out the results. This will require the going round of the Inspector or his Assistant (if any) once or twice a year. The Koorundwad school is still in an infantine state. There is room for some Village Schools in the Meeruj and Koorundwad State.

39. The Kolapoor Raja has a regular educational department, consisting of an English School at Kolapoor, a class exclusively for the sons of his sirdars, and about twenty-five Vernacular Schools in his districts. The Vernacular Educational Inspector, Mr. Naro Ramchundra Kurndeekar, an efficient vernacular master under the late Board of Education, has charge of all the Vernacular Schools. The general plan of our schools is followed out.

(True Extract)

W. A. RUSSELL,
Educational Inspector Southern Division.

No. 13 OF 1866-67.

TO SIR A. GRANT, Bart.,
Director of Public Instruction.

SIR,—I have the honour to submit a brief Report on the Southern or Canarese Division for the year 1865-66.

1. I arrived at Belgaum from Guzerat, and took charge of my office in the end of May 1865.

2. The four zillas of Belgaum, Dharwar, Kulladghee, and North Canara have comprised my charge during the year under report.

3. *English Education.*—The chief facts of the year to be noticed under this head are the appointment of an Oxford Graduate as Head Master, and of a Bombay Graduate as Assistant, of the Belgaum (Sirdars') High School; the agreement of the subscribing sirdars to the rejection of their nominees if unfit for High School admission; the enforcement of the High School admission standard. These measures make an epoch in the history of the school, and of English education in the Southern Division, from which progress will date. I have also to record the collection of upwards of five thousand rupees for an English School-house at Kulladghee (hitherto a much-neglected district), through the exertions of the Collector and Judge of that zilla.

4. *Vernacular Education.*—One of my chief objects during the past year has been (as it will be for some time to come) to place the Canarese language on the same footing in the schools of this Division as Marathi and Gujarati occupy in their respective Divisions. To this end the following measures have been adopted:—

A native Canarese has been appointed Deputy Inspector of Belgaum and Canara, in the place of the late Deputy Inspector (who has been promoted in another department);

An Assistant Deputy Inspector, knowing Canarese well, has been appointed for North Canara;

The remaining two Deputy Inspectors, one of whom had previously a colloquial knowledge of Canarese, were, at the beginning of the year, desired to qualify themselves to examine Canarese Schools, and they have done so to my knowledge;

The proficiency of all Vernacular School masters and assistants in Canarese has been tested, as far as possible, at the time of school inspection, both by me and my Deputies with what local assistance we could get;

School time-tables have been altered so as to give Canarese its proper place in the school course;

Two native Canarese, of high qualifications as teachers, both in English and their vernacular, have been appointed to the first and second posts respectively in the Canarese Training School at Belgaum

and a vernacular master of long experience, and especially versed in the Canarese poets, has been appointed a teacher in the same institution ;

The number of Trailing School students has been increased to fifty, selected from nearly two hundred Canarese candidates, from different parts of the country, at an examination held last March in Belgaum ;

The Fourth and Fifth Reading Books (translated and adapted from the Marathi series of Major Candy) have been prepared by the Canarese Translator, who has also edited the Canarese School-Paper during most of the year.

5. Statistics for the year are appended, as follows, with a few remarks :—

1. Table of Schools and Scholars.
2. Sale of Books.
3. New School-buildings.
4. Educational Receipts from other than Government sources.
5. Local Receipts and Expenditure.

6. *Political Districts.*—I have no returns of schools in these districts. The principal school in them, the Sirdars' Anglo-Vernacular School at Meeruj, however, has lately been put under my charge by the Political Agent ; I have inspected it, and found it a good district feeder for the Belgaum High School. The Political Agent has also informed the sirdars that all schools in their districts are open to inspection by me or my Deputy.

The Sanglee chief has an educational department of his own. At Jumkhundee and Moodhole Anglo-Vernacular Schools are being opened, like that at Meeruj. The Kolapoor Raja has an English school at his capital and Vernacular ones in his districts.

The Kolapoor and Meeruj English masters are matriculated men of the Bombay University, and the former was once an Assistant in the Elphinstone High School, Bombay.

The young Meeruj chief has been attending the Belgaum High School for some months past, and has made great progress in speaking and understanding English, as I found on talking with him here last week. A near relative of his, of about the same age—they are about sixteen and seventeen years old respectively—attends the Meeruj Anglo-Vernacular School, and was examined by me there with his class-fellows, and did pretty well.

7. His Excellency the Governor's visit to this part of the country has undoubtedly promoted educational as well as other progress.

I have the honour to be,

Sir,

Your most obedient Servant,

W. A. RUSSELL,

Educational Inspector Southern Division.

Belgaum, 7th May 1866.

Comparative Statement of Schools and Scholars for 1864-65 and 1865-66.

	1864-65.		1865-66.		Increase.		Decrease.	
	Schools.	Scholars.	Schools.	Scholars.	Schools.	Scholars.	Schools.	Scholars.
<i>English Schools.</i>								
Belgaum Sirdars' High School..	1	196	1	159	..	..	..	37
Dharwar English School.....	1	58	1	100	..	42	..	..
Honore do.	1	61	1	42	..	..	..	19
Karwar do.	1	31	1	56	..	25	..	..
	4	346	4	357	..	67	..	56
<i>Inferior Anglo-Vernacular and Vernacular Schools.</i>								
Belgaum Sub-Division.....	43	3,701	55	4,380	12	679	..	..
Dharwar do.	42	3,236	48	4,167	6	931	..	..
Kulladghee do.	37	2,093	46	2,878	9	785	..	..
North Canara do.....	5	544	14	900	9	356	..	..
	127	9,574	163	12,325	36	2,751	..	..
<i>Special School.</i>								
Belgaum Training College	1	30	1	47	..	8	..	..

Remarks.—(1) The decrease of attendance in the High School is probably caused by the enforcement of the High School admission standard, where none was formerly, and where no adequate preparatory school yet exists. (2) The Honore English School is falling off, on account of the transference of the Judge's and other offices to

Carwar. The Carwar and Dharwar English Schools' attendance has increased, and they are doing fair elementary work, but are not what Zilla Schools ought to be. (The Carwar school is comparatively new, and has suffered a little perhaps from change of masters). (3) Vernacular Schools show a considerable increase, which would be still more satisfactory if the masters were better. There is only one school in this class which satisfied me as a Second Grade Anglo-Vernacular School—it is at Hooblee, in the Dharwar Zilla, and has some three hundred pupils, the first class of whom did very creditably in English and other subjects. (4) The Training School has just recommenced under its new staff.

2. *Comparative Statement of Sale of Books in the Southern Division.*

	1864-65.		1865-66.		Increase.		Decrease.	
	Books sold.	Value.	Books sold.	Value.	No. of Books.	Value.	No. of Books.	Value.
	Rs. a. p.		Rs. a. p.		Rs. a. p.		Rs. a. p.	
English Books	3,801	1,107 6 3	2,232	839 8 0	..	.....	829	357 14 3
Morathi do.	17,245	3,942 14 6	9,064	1,688 14 1	..	.....	8,181	1,854 0 5
Canarese do.	5,209	1,188 0 8	5,682	1,361 15 10	473	203 6 2	..	.....
Sanscrit and others.	1,542	1,277 15 0	1,085	820 0 2	..	.....	457	457 8 10
Total.....	27,077	6,706 13 5	18,083	4,741 9 1	473	203 6 2	3,467	2,169 7 6

Remarks.—The Curator came from Bombay to Belgaum at the beginning of the year under report, to examine the affairs of the Book Depot. He would perhaps agree with me in attributing the great decrease in book-sales above shown mainly, if not entirely, to the misconduct and inefficiency of the Depot-keeper then in charge, who has since been dismissed. Only in Canarese books is a slightly increased demand observable.

3. *School-houses built and being built during 1865-65.*

Collectorate.	Built.	Being built.
Belgaum	3	1
Dharwar	1	8
Kulladghee .....	.....	4
Canara .....	.....	1

4. *Comparative Statement of Educational Receipts from Local Sources in 1864-65 and 1865-66.*

FRES.

Collectorate.	Schools.	1864-65.	1865-66.	Increase.
		Rs. a. p.	Rs. a. p.	Rs. a. p.
Belgaum	Vernacular.	3,023 7 9	3,168 13 6	145 5 9
Dharwar	English ..	344 14 0	452 2 0	107 4 0
	Vernacular.	2,323 5 6	3,134 9 2	811 3 8
Kulladghee	Vernacular.	1,395 6 0	2,226 10 10	831 4 10
	English ..	646 8 0	762 0 0	115 8 0
North Canara	Vernacular.	288 10 0	483 15 0	195 5 0
	English ..	991 6 0	1,214 2 0	222 12 0
	Vernacular.	7,030 13 3	9,014 0 6	1,983 3 3
	Total..Rs.	8,022 3 3	10,228 2 6	2,205 15 3

Popular Contributions.

Collectorate.	1864-65.	1865-66.	Increase.
	Rs. a. p.	Rs. a. p.	Rs. a. p.
Belgaum	2,922 6 10	6,674 2 4	3,751 11 6
Dharwar	2,672 2 0	6,208 11 8	3,536 9 8
Kulladghee	2,924 11 3	4,800 2 0	1,875 6 9
North Canara	1,800 7 9	3,189 5 9	1,388 14 0
Total..Rs.	10,319 11 10	20,872 5 9	10,552 9 11

Municipal Funds.

Collectorate.	1864-65.	1865-66.	Increase.	Decrease.
	Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.
Belgaum	414 0 0	644 0 0	230 0 0	....
Dharwar	1,260 0 0	1,160 0 0	....	100 0 0
Kulladghee	186 6 8	478 2 0	291 11 4	....
North Canara	294 2 1	162 0 0	....	132 2 1
Total..Rs.	2,154 8 9	2,444 2 0	531 11 4	232 2 1

Educational Cess.

Collectorate.	1864-65.	1865-66.	Increase.	Decrease.
	Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.
Belgaum	4,897 12 9	8,177 1 7	3,279 4 10	....
Dharwar	228 1 11	4,400 13 2	4,172 11 3	....
Kulladghee	647 5 6	413 0 3	....	234 5 3
North Canara.....	....	489 5 3	489 5 3	....
Total..Rs.	5,773 4 2	13,480 4 3	7,941 5 4	234 5 3

Contributions for School-building.

Collectorate.	1864-65.	1865-66.	Increase.	Decrease.
	Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.
Belgaum	4,311 7 2	2,041 2 9	....	2,270 4 5
Dharwar	493 4 0	4,349 6 1	3,850 2 1	....
Kulladghee	226 4 6	3,970 8 0	3,744 3 6	....
North Canara .....	....	300 0 0	300 0 0	....
Total..Rs.	5,036 15 8	10,661 0 10	7,894 5 7	2,270 4 5

Remarks.—This statement shows the zilla details of non-Government receipts. An increase is observable almost everywhere. Some remarks are made on Statement No. 5, which see.

5. Comparative Statement of Receipts and Expenditure for the two last years from Local Sources.

Heads of Receipt.	1864-65.		1865-66.		Increase.		Decrease.		Heads of Expenditure.		1864-65.		1865-66.		Increase.		
	Rs.	a. p.	Rs.	a. p.	R.	a. p.	Rs.	a. p.			Rs.	a. p.	Rs.	a. p.	Rs.	a. p.	
Belgaum Sirdars' High Sch. Fund.	1,086	4 2	4,803	0 0	2,816	11 10	....	....	} Belgaum Sirdars' High Sch. Fund (including the School fees) ... Endowment Fund Dharwar High Sch. ditto School Fees Popular Contributions Municipal Funds .. Educational Cess .. Contributions for School-building ..		3,257	1 1	3,400	2 0	143	0 11	
Fees	727	2 7	629	10 1	....	73 3 4	....				154	0 0	1,219	0 0	1,058	0 0	
Endowment Fund.	779	11 4	852	14 8	....	....	....				209	2 6	228	5 4	29	2 10	
Dharwar High Sch.	4	0 0	395	13 10	391	13 10						8,335	9 10	9,764	10 9	1,429	0 11
ditto	8,022	3 3	10,228	2 6	2,205	15 3						8,981	3 2	14,246	1 9	5,264	14 7
Popular Contributions	10,319	11 10	20,872	5 9	10,552	9 11	....	....			1,841	2 4	2,804	0 0	962	13 8	
Municipal Funds ..	2,154	8 9	2,444	2 0	221	11 4	232	2 1			1,688	3 7	2,893	8 9	1,205	5 2	
Educational Cess ..	5,773	4 2	13,480	4 3	7,941	5 4	234	5 3			3,107	2 2	7,842	15 11	4,735	13 9	
Contributions for School-building ..	5,036	15 8	10,661	0 10	7,894	5 7	2,270	4 5			Total..	27,573	8 4	43,001	12 6	15,428	3 10
Total.. Rs.	34,893	13 9	64,367	5 11	33,397	12 5	2,894	4 3									

N.B.—Total Government expenditure in 1865-66 Rs. 81,064-7-10.

Remarks.—This statement shows the year's educational receipts from non-Government sources to be nearly double what they were the year preceding, and this year's expenditure from non-Government sources to be equal to more than half the total Government expenditure.

The school and road cess on the revenue has been levied in the Belgaum, Canara, and Kulladghee zillas, at the different rates of half an anna, one anna, and one and a half annas respectively per rupee of revenue in these different zillas. In Dharwar only the cess has not been levied, as a rule. It is evident, from the item of school cess receipts this year (Rs. 13,480 only) that but a small portion of the cess collections was credited to this department up to the end of April last.

No. 143 OF 1866-67.

ADDENDA TO BRIEF REPORT OF THE
SOUTHERN DIVISION FOR 1865-66.

I. FUNDS.

Local cess was collected in 1866, for expenditure in 1866-67, in the Belgaum and North Canara zillas. The cess in Kulladghee, if collected, was not available for budget purposes, either because not collected in time, or for other reasons, which have not transpired. In the Dharwar zilla the cess was not collected at all except in one newly surveyed district.

Different rates of cess have been adopted in different zillas—viz., in Belgaum half an anna per rupee of revenue, in North Canara one anna, in Kulladghee one and a half annas, one third of the cess collections in each case being assigned to schools.

The following are the actual cess receipts for schools, Southern Division, up to the end of 1865-66, to be budgeted against for 1866-67 :—

Belgaum.....	Rs. 9,049 12 8
North Canara.....	„ 10,665 4 5
Dharwar.....	„ 4,316 10 3
Kulladghee.....	„ 556 3 3

Only one of the local cess budgets, that for North Canara, was made in committee during the year under report.

II. MISCELLANEOUS.

1. *Inspector's movements.*—I came from my districts into Belgaum during His Excellency the Governor's stay there, and drew up a memorandum on the High School for His Excellency's information, and consulted with the Political Agent, Mr. Havelock, on sirdar education and the schools in political districts. Mr. Havelock agreed to the rejection of unfit nominees to the High School, and requested me to inspect the schools in his districts when possible, and to take departmental charge of the Anglo-Vernacular School at Meeruj during the minority of the chief of that place.

I inspected the Anglo-Vernacular School at Meeruj, which was working fairly on the whole. A cousin of the young chief's, and

sharer in his estate, presented himself for examination with the other boys of the first class. The young chief himself has joined the Belgaum High School, and made considerable progress in English, since His Excellency the Governor's visit to Belgaum.

During the year under report I went to Poona to attend a conference on educational matters; and in the travelling season visited every school in North Canara both above and below the Ghauts, and several talookas in each of the other three zillas in my charge.

2. *Language of the Southern Division schools.*—Newspaper and other reports had led me to suppose that my Division was full of masters who did not understand Canarese. But, after visiting every zilla in my charge, I find there are very few masters of whom this can be said. The vernacular of most of them is Canarese, and those whose vernacular is Marathi generally speak Canarese also. Still it is, unfortunately, true that very few even of the native Canarese themselves can teach their mother-tongue in a scholarly manner; most of them cannot even write it respectably to dictation; many of them even know Marathi better than Canarese, at least for school purposes. The Marathi men can generally, at least, teach their own language respectably; but this is not what is wanted in the Southern Division, especially for the masses, the Lingayets, whose mother-tongue is Canarese, and to whom Marathi is much the same as French to a German peasant.

For official and commercial purposes Marathi has been used since the time of the Peishwas, and is still considerably used, by the Brahmins. Canarese is sometimes written in Marathi characters; and on the North Canara coast I found boys writing Marathi, or rather Konkani, in the Canarese character. This confusion of two languages, and the absence of proficiency in either, puts the Southern Division schools, I fear, some years behind those of the other two Divisions; but measures, on which I have already reported, have been taken, which will, no doubt, in time do away with this disparity entirely.

3. *Climate and sickness.*—Though the climate of North Canara is now certainly improving, still the whole western part of my districts for many miles inland from the edge of the Ghauts is for several months in the year very unhealthy, from the prevalence of

fever ; while the eastern, and especially the south-eastern, parts generally suffer from cholera in the hot season, and also from want of water. This year, in the Dharwar zilla, cholera carried off several masters and assistants, and caused schools to be deserted, and put a stop to school-building operations ; while in schools in the western districts most of the masters &c. were suffering, more or less, from fever, and it was a thing of daily occurrence for boys, suddenly seized with a hot or cold fit, to lie down in a corner of the schoolroom till they were able to get up and walk, or be carried, home.

4. *Progress.*—Notwithstanding all obstacles, however, there is a considerable increase of schools and scholars, and also of money receipts from all sources other than imperial, as is shown in the figured statements which accompanied my Brief Report. I hope, therefore, that Government will be pleased to do its part, as soon as possible, in providing imperial funds for the purposes for which they are at present most urgently required, viz. :—

(a) Increase and improvement of English or Anglo-Vernacular Schools, including a feeder for the High School, Belgaum.

(b) Establishment of a Vernacular College, for training masters and others, at Belgaum, on the same footing as those at Poona and Ahmedabad, including a boarding-house. These and other requirements I stated in a supplementary budget, submitted through you for Government sanction in November 1865. I understand also that you have yourself represented to Government at least the English School requirements of my Division. I take this opportunity of again drawing attention to the two chief wants above mentioned, for until they are supplied as they ought to be by Government there can be no real progress in education in this Division.

5. I have much pleasure in acknowledging here the willingness of all officers whom I have met in my travels to assist this department. The Deputy Inspectors report the names of those who have assisted them. I append their list, for the information of Government.

W. A. RUSSELL,

Educational Inspector Southern Division.

Belgaum, 23rd June 1866.

List of European and Native Officers from whom Deputy Inspectors, Southern Division, have received assistance during the year 1865-66.

Zillas.	Names.
Belgaum.	A. E. D. Grey, Esq., Collector of Belgaum. E. H. Little, Esq., 1st Assistant do. J. R. Naylor, Esq., 2nd do. do. Azum Appa Saheb, Surdessai of Nowalgoond. Mr. A. C. Cantem, Moonsiff of Chickodee. Azum Krishnarao Pandoorung, Moonsiff of Sownduttee. Azum Keshew Gopal, Mamlutdar of Padshapoor. Azum Raghunathrao, do. of Chickodee. Azum Krishnajeel Bullal, do. of Beedee. Azum Venkatrao Chimaljee, do. of Uthnee. Azum Bhugwuntrao, do. of Gokak. Azum Virupaksh Dhondeo, do. of Sunpgaum. Azum Melgiri Huchangowda, do. of Purasgud.
Dharwar.	R. B. Worthington, Esq., 1st Assistant Collector of Dharwar. J. Hearn, Esq., District Deputy Collector do. Azum Swameerao Ramajee, Mamlutdar of Bunkapoor. Azum Hayawadan Bhugwunt, do. of Karrazghee. Azum Bhisto Bhimajee, Mahalkurry of Nurgoond. Azum Krishnassa Mahadassa, Fouzdar of Karrazghee.
Kulladighee.	Azum Krishnarao Narsinha, Mamlutdar of Indee. Azum Gopal Gunnes, do. of Hipparga. Mr. Amritling, Fouzdar of Badamee. Azum Narayan Bhujung, Mahalkurry of Beelghee. Azum Goooorao Krishna, do. of Kerroor.
Canara.	Azum Sukharam Shamjee Punt, Mamlutdar of Coompta. Azum Vittul Ramchandra, do. of Hullial. The Mahalkurry of Siddapoor.

W. A. RUSSELL,

Educational Inspector Southern Division.

I beg to add to this list the names of the Collectors and Assistant Collectors of the Kulladghee and North Canara zillas, viz. :—

M. J. M. Shaw Stewart, Esq., Collector of Canara.

J. Jardine, Esq., Supernumerary Assistant do.

F. Thelwall, Esq., 1st Assistant do.

J. F. Armstrong, Esq., Collector of Kulladghée.

T. M. Mason, Esq., 1st Assistant do.

W. A. RUSSELL,

Educational Inspector Southern Division.

REPORT BY J. G. MOORE, Esq., EDUCATIONAL
INSPECTOR IN SIND, FOR THE YEAR 1865-66.

The Report for the year 1864-65 was submitted in a form recommended by the Government of India, in their Resolution in the Home Department No. 1642, dated the 25th February 1864, and, as no exception has been taken to it, I purpose to follow that form in drafting this Report.

I.—CONTROLLING OR INSPECTING AGENCIES,
WITH GENERAL FINANCIAL STATISTICS.

2. No change has taken place in the Inspecting Agency during the year. I must, however, place on record my conviction that the duties connected with the appointment of Educational Inspector in Sind are sufficiently numerous and important to demand the whole time and undivided attention of an officer, instead of, as now, being discharged as extraneous work. I believe that if the suggestion here thrown out be adopted the department will greatly benefit in every way. This, however, is not the place to discuss this question in detail.

1. Kurrachee High School.
2. Hyderabad do.
3. Do. Ver. Norm. College.
4. Euro. & Indo-Eur. School.
5. St. Patrick's School.
6. Christ Church Mission School.
7. Sukkur Zilla School.
8. Sukkur Normal School.
9. Hyderabad Engineering School.
10. Shikarpoor Talooka School.
11. Kotree Vernacular School.
12. Kurrachee do.
13. Sehwan do.
14. Larkhana do.
15. Mumbur do.
16. Jacobabad do.
17. Shikarpoor do.
18. Hyderabad do.

3. During the year under report I have inspected the schools noted in the margin. The Commissioner's tour during the last cold season was restricted to the right bank of the river, from Kotree to Jacobabad, so that I had no opportunity of visiting such schools as are situated elsewhere. These schools, however, were not left uninspected, as will be seen from the subjoined list, showing the schools visited by the Deputy

Educational Inspector, Rao Sahéb Narayen Juggonath, whose energy is undiminished :—

- | | |
|--------------------------|-----------------------------|
| 1. Kurrachee. | 21. Adam ka Tanda. |
| 2. Tatta. | 22. Oomercote. |
| 3. Kotree. | 23. Goolam Hyder ka Tanda. |
| 4. Schwan. | 24. Shikarpoor No. 1. |
| 5. Dadoo. | 25. Shikarpoor No. 2. |
| 6. Hyderabad. | 26. Larkhana. |
| 7. Nussurpoor. | 27. Sukkur. |
| 8. Mahomed Khan's Tanda. | 28. Roree. |
| 9. New Halla. | 29. Kumbur. |
| 10. Old Halla. | 30. Powar. |
| 11. Mathlee. | 31. Darawahan. |
| 12. Alayar ka Tanda. | 32. Singrar. |
| 13. Nowshera. | 33. Kote Meer Mahomed Khan. |
| 14. Tharroosha. | 34. Meerpoor. |
| 15. Bhiria. | 35. Khyrpoor. |
| 16. Kundiara. | 36. Punna. |
| 17. Hallanee. | 37. Jacobabad. |
| 18. Nuggur. | 38. Oobowra. |
| 19. Mittee. | 39. Thurairee. |
| 20. Veeravow. | |

4. The following extract from the report of the Deputy Educational Inspector will show how he was employed during the travelling season :—

"2. My tour during the year just past extended over nearly the whole province. I set out first in the middle of September, and travelled through the Thurr and Paikar districts. I returned to head quarters on the 20th of November, and since that time till the middle of January was engaged in examining the Vernacular Schools at Kotree, Kurrachee, Hyderabad, and Tatta, the High Schools, under special orders from you, and the Normal College at Hyderabad. I then again proceeded on tour in the districts, travelling on both the banks of the river, and finally returned to Kurrachee a few days before the close of the year. I was thus out in the districts a little more than six months and travelled 2,048 miles, out of which 620 miles were by rail. I was able to examine all the Vernacular Schools except two, named in the margin. The first of them was established only a few months ago, and the other was so far out of the way as to render a visit to it a matter of difficulty."

5. From the above it will be seen that the inspectional duties of the department have not been neglected. But I cannot

pass on from this subject without remarking that the Vernacular Schools in this province require more frequent inspection and stricter supervision than the present staff can exercise. The Deputy Educational Inspector writes: "I could not inspect each school more than once in the year. Even then, encumbered as I am with heavy office work, and being under the necessity of moving rapidly from place to place, my visit cannot be made productive of such good as is likely to result under other circumstances. I cannot stay at every place where we have a school sufficiently long to be able to instruct the master in what he may be deficient in, nor show him an improved method by personally conducting the school for some days. Consequently, instances of laxity and neglect during my absence do not unfrequently occur, and defects, even when pointed out, remain unremedied."

6. I brought this subject to notice in the month of October last, and it was with great satisfaction that I received an extract from a letter addressed by the Director of Public Instruction to Government in which the appointment of two Deputy Educational Inspectors was recommended. I am confident that the adoption of this recommendation will be found to improve the working of our educational system, and to increase the attendance in our schools, by overcoming the apathy of the people.

7. In addition to the duties of inspection, many changes and improvements have been effected, to which reference will be made elsewhere.

8. The following statement exhibits the actual expenditure on inspection and instruction during the year, the percentage of cost of inspection and instruction on the total expenditure being respectively 15 and 80:—

Charges.	Imperial.			Local.			Total.		
	Rs.	a.	p.	Rs.	a.	p.	Rs.	a.	p.
Inspection and its subsidiary charges.	11,273	13	7	79	7	0	11,353	4	7
Instruction	25,200		3	35,413	11	5	60,614	2	8
Book Department ..	3,782		11	....			3,782	0	11
Total. Rs.	40,256	5	9	35,493	2	5	75,749	8	2

II.—UNIVERSITIES.

9. There are none in the province.

III.—COLLEGES.

10. Nor are there any institutions which come under the head of the term College, as here intended—*vide* note, page 1, Sind Educational Report for 1864-65.

IV.—GOVERNMENT SCHOOLS.

11. The average attendance and actual expenditure in schools of all classes* is shown below:—

Description of Schools.	Number of Schools.	Number on the Rolls.	Average Daily Attendance.
Schools of the Higher Class.	2	47	43
Schools of the Middle Class.	5	508	412
Schools of the Lower Class.	38	1,793	1,365
Normal Schools	2	38	36
Engineering School	1	11	10
Total	48	2,397	1,866

12. Thus, with one school less than last year, we have an increase in attendance of 186 on the rolls, and 110 in the average daily attendance, during the year under report. This may, I think, be taken as a sign that the benefits of education are gradually making themselves felt.

HIGH SCHOOLS.

13. These schools were defined in paragraph 9 of my last Report.

14. In conformity with the Director's instructions, an examination of the boys in these schools was held in January last according to the standard laid down for entrance into High Schools.

* The above classification is as given in Mr. Monteath's note, but I have adopted the designations in use in the older provinces, and the schools in Sind are therefore known as—

High Schools.

Zilla Schools.

Talooka Schools.

Village Schools.

Normal College and School.

Engineering School.

The formation of two divisions in the schools has been the result. Such boys as passed that examination form the high school division, and the rest form the middle class school division. This result was fully anticipated, as our High Schools have not only to prepare boys for the Bombay University matriculation examination standard, but have also to do the work of Zilla and Talooka Schools; until we get feeders for our High Schools they will remain in very much the same state as at present.

Kurrachee High School.

15. The Head Master, Mr. Keshava Bapoojee Bal, B.A., assumed charge of this school in July 1865, in succession to Mr. Mahadeo Moraishwer, B.A., transferred to Hyderabad. This school is doing well, but it has laboured under great disadvantages in consequence of the constant changes in the staff of masters. Another great disadvantage is the mixed native population. I have on former occasions alluded to another great drawback under which this school, in common with that at Hyderabad, labours, viz., the grammatical ignorance of their mother-tongue on the part of boys when they enter. This is considerably aggravated in Kurrachee, from the mixed nature of the native population. In this school we have Sindis, Marathas, Gujaratis, and Portuguese; and it has been found necessary to open classes for giving instruction in the Sindi, Marathi, and Gujarati vernaculars; without such knowledge a boy would be disqualified for the matriculation examination, which is the great aim as regards the higher classes in the school. The first class read during the year the subjects laid down for the junior scholarship standard examination, for which five boys presented themselves in April last. This subject will be separately discussed.

16. There are six classes in the school, and there is now a master to each class; but it is impossible, while there are five classes in one room, to carry on the work of the school without interruption. I entertain the hope of adding considerably to the school-building during the current year, in order that, if possible, each class may have a room to itself.

17. The attendance has decreased from 151 to 117. This is attributed by the master to the enforcement of stricter discipline—a measure which, as remarked in my brief memorandum, although disagreeable at first, will, when it is better understood, prove to be an attraction rather than a deterrent.

Hydrabad High School.

18. The attendance in this school shows a marked increase. The number on the roll last year was 132, average daily attendance 99, while during the year under report the number has increased to 155, average daily attendance 144.

19. The general progress of the school has been satisfactory, but the best test of the progress of the higher classes will be the result of the examination according to the matriculation standard, to be held in September next. I am sanguine that some three or four candidates will be found qualified to proceed to Bombay with a view to passing the matriculation examination there. It is with great pleasure that I record the success of Goolam Ali, who was educated in this school, at that examination in November last.

20. This school has also suffered considerably from the constant changes in the staff of masters. The Head Master, Mr. Mahadeo Moraishwer, B.A., joined in June last, and is still at his post, but the assistant masters are frequently leaving the department to better themselves elsewhere. There are the same number of masters in this as in the Kurrachee school. Arrangements have been made to increase the accommodation of the school-building. The work would have been commenced at once but for the delay which has occurred in the preparation of the estimate.

21. Mr. Mahadeo Moraishwer has lately passed a very creditable examination in Sindi: this knowledge necessarily facilitates the work of imparting instruction on his part, and receiving it on the part of the boys. It also makes the Head Master able to become intimate with the parents of boys attending his school, and to impress upon them, with the certainty of being understood, the advantages which a good education offers to their sons.

Result of the Junior Scholarship Standard Examination.

22. Papers in Wordsworth's *Excursion*, *Rasselas*, Algebra, and Euclid were received from Bombay, and translation papers were given here. The answers of the boys to the papers received from Bombay were forwarded to the examiners there, while the translation papers were examined and marks assigned to them here. Unfortunately, the Euclid papers of the boys in the Hydrabad School did not reach Bombay in time to be examined, so that in judging of the comparative merits of the two schools the boys in the

Kurrachee school must be deprived of their *Euclid* marks. This being done, the result gives an average of 39 marks out of 250, or not quite eight per cent., to the Kurrachee School, and 47 out of 250, or not quite ten per cent., to the Hyderabad School.

23. This cannot be regarded otherwise than as unsatisfactory, but great allowances must be made for the boys. This is the first examination of the kind to which our High Schools have been subjected, and the papers were, therefore, all the more difficult. Moreover, our High Schools are yet in their infancy, that is to say, two years have not elapsed since they have been established on any systematic footing. To this must be added the fact of the inducements held out in Kurrachee to boys at both schools to seize the first opportunity of earning a livelihood for themselves, much to the detriment of their future prospects, and to the good name of the school at all such competitive examinations.

24. We must not, however, be dismayed at this result. Two boys, one at either school, stand a very fair chance, I think, of passing the matriculation examination in November next; and, as mentioned above, I intend in September next to hold an examination according to the matriculation standard at both schools, when I hope to find that two or three boys from each school will acquit themselves in such a manner as to justify me in sending them down to Bombay to try their chance.

ZILLA SCHOOLS.*

25. *The Sukkur Zilla School* is progressing very satisfactorily under the present Head Master, Mr. Ranchunder Gunesh. I was well pleased with the manner in which the boys acquitted themselves when I visited the school in February last. The staff of masters has been increased by the creation of the appointment of an assistant master, on Rupees 60, an arrangement which has proved most beneficial in its effects.

26. The attendance averages much the same as that of last year, but the number of paying students has increased from an average of fifteen to twenty per mensem, which is a satisfactory sign. To counterbalance this, however, I must state that I was here again

* Zilla Schools are those in which instruction of a lower standard than that paid down for High Schools is imparted exclusively in English. There is only one school of this description in Sindh, and that is at Sukkur.

met by the complaint that the most promising boys left the school just as they were becoming sufficiently well educated to do it justice. No less than thirteen boys had obtained employment during the year, on salaries ranging from Rs. 40 to 10.

27. The system of competition for scholarships has been introduced during the year, and it has had a very wholesome effect.

TALOOKA SCHOOLS,* SUPERIOR GRADE.

28. *Shikarpoor School*.—I had an opportunity of inspecting this school in the month of January 1866, and I was much pleased with the progress which it had made. Mr. Pribdass, the present master, appears perfectly competent for the situation. The attendance has slightly increased. The first class learn the Third Reading Book, Part II., in English, and they are very fairly acquainted with the several branches of their studies excepting Arithmetic, in which they are very much behind-hand. In the vernacular great progress has been made. Grammar is well understood, and the boys in the higher classes parsed and analysed sentences without difficulty. The Collector, Captain Dunsterville, is in the habit of visiting the school, and these visits stimulate both masters and boys to exertion.

29. *Oomercote School*.—Unfortunately the Commissioner's tour did not extend to the Thurr and Parkur districts, so that I cannot speak from personal observation of the state of this school, but my Deputy inspected it, and I will quote from his report:—

"15. I happened to be at this town at a time when it was visited by fever of an unusually virulent kind. The schoolmaster and most of the boys were laid up with it. It was impossible to get the whole attendance for examination. Out of 115 boys attending the school no more than 60 to 70 could be brought together, and that too when a great many of them had actually fever, or were shivering with cold. My inspection of the school, carried on under such circumstances, was anything but perfect, yet, from what I was able to judge, my impression has been that the school is making good progress. The study of English was just commenced by the first class; but their proficiency in the several branches of the Vernacular course was creditable. As you are well acquainted with the superior qualifications of Mr. Boolakeedass, the Head Master, I need hardly say anything regarding him. The flourishing condition of the Oomercote school has been productive of much good to the general cause of education.

* Talooka Schools are those in which an advanced course of instruction is imparted through the medium of the vernacular.

As an instance, I may state that the municipality of Chachra have recently applied, with a liberal pecuniary offer, for the establishment of a school in their village—an application which, as is stated by the Political Superintendent, they were induced to make by the good results the Oomercote school has produced.”

30. It is much to be regretted that his visit was made under such unfavourable auspices. I am satisfied, however, that the school is flourishing, and doing much good. It cannot fail to do so under the fostering hand of Captain Tyrwhitt, the Political Superintendent, who constantly visits it, and has its interest so much at heart that inspection by this department is almost superfluous. Captain Tyrwhitt has lately personally assured me that the school is progressing very much to his satisfaction. The Head Master, Mr. Boolakeedass, still retains the confidence of the people, and by his exertions contributes very largely to the success of the school.

TALOOKA SCHOOLS, INFERIOR GRADE.

31. There are seven schools of this description, which are included in the following statement; they have been arranged in order of merit :—

Names of Schools.	Attendance at the close of 1864-65.	Attendance at the close of 1865-66.	Average attendance.
1. Larkhana	144	164	140
2. Kurrachee	80	101	76
3. Kotree	65	85	71
4. Sehwan	93	90	77
5. Hyderabad	128	171	106
6. Nussurpoor	70	88	65
7. Nuggur Parkur	74	91	36

32. *Larkhana School.*—This school still maintains its reputation. The attendance is steadily increasing. The progress of the first class was particularly good. Great attention has been paid to Grammar throughout the school: the elementary branches of study are well taught. The Head Master is a Cazec, and has great influence, not only with the townspeople, but with the zemindars in the neighbourhood. He has some able assistants. I was given to understand, when at Larkhana, that the Cazec was in the habit of receiving his friends in the school-house during school

hours ; I spoke to him on the subject, pointing out the impropriety of such conduct. I also gave written instructions on the subject: He, as Head Master, is, however, responsible for the state of the school, and I must say its present state is creditable to all concerned. I observed two defects in this school—one was a too minute division of boys into classes, and the other the absence of any regular system of study. I spoke to the Rao Saheb, who happened to be at Larkhana with me, and he reports that the number of classes has been reduced to eight, and that he has drawn up a time-table specifying the studies of each class. I hope in a very short time to send one of the trained Normal College men to this school, in order that the study of English may be commenced.

33. *Kurrachee School*.—In my Report for last year I stated that this school was gradually progressing under the charge of a master transferred from Tatta. I have now great pleasure in recording the fact that the progress has been unimpeded. The boys of the first class can parse with facility, and have acquired a fair knowledge of Persian, Geography, and Arithmetic. The lower classes have also advanced satisfactorily. The attendance has increased, and has rendered it necessary to employ an additional master.

34. *Kotree School*.—An improvement in Vernacular Grammar since last inspection was apparent. The higher classes acquitted themselves creditably, except in Arithmetic and Geography, in which they are behind-hand. The attendance has increased.

35. *Selwan School*.—This school ranked next to that at Larkhana at the close of 1864-65 ; it now ranks fourth. It has not, I regret to say, realized the anticipations which I entertained regarding it. The boys of the first and second classes failed in Arithmetic. There was a slight improvement in Grammar, but not what it should have been. The boys displayed an ignorance of the Geography of Hindostan, although they knew a little of Europe. It has been my constant aim to impress upon masters the necessity for thoroughly teaching the Geography of India before passing on to that of any other country. The Deputy Educational Inspector attributes the unsatisfactory state of the school to a misunderstanding which existed between the Head Master and his assistant, which was the cause of frequent complaints ; both these masters have since been transferred to other schools, and a superior person has been appointed Head Master.

36. *Hydrabad School*.—I am sorry that I cannot make a more favourable report of this school than I did last year; the causes then alluded to still continue to act unfavourably. I nevertheless do not despair of improvement, since one of the best Normal College students has been appointed first assistant master. He will be able to introduce the study of the elements of English into the school, and thus render it, I hope, a feeder to the middle class division of the High School.

37. *Nussurpoor School*.—This presents a very promising aspect. The Head Master is painstaking and zealous. The people of Nussurpoor appear fully to appreciate the advantages of education. This feeling extends even to the labouring classes, who send their children to school. The Deputy Educational Inspector was much pleased with the progress made since his last inspection.

38. *Nuggur School*.—The Deputy Educational Inspector reports: "The attendance has considerably increased. I cannot, however, speak very highly of the progress of the several classes. The Sindi master is a hardworking and intelligent man, and his department is progressing well; but great defects were observable in the Gujarati studies. Grammar is badly taught. The reading book, were not thoroughly understood. In Arithmetic and Geography the boys acquitted themselves better. The Gujarati master has been removed, and a young man possessing good abilities and fairly educated has been appointed his successor."

VILLAGE SCHOOLS.*

39. At the close of the year 1864-65 there were 41† of these schools in the province. During the year under report it has been found necessary to close those named in the margin; but as the

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|--------------------------|-------------------------------------|
| 1. Jerruck. | school at Moogurbeen has been re- |
| 2. Boola Khan ka Thanna. | opened, and one established at |
| 3. Adam Khan ka Tanda. | Goolam Hyder ka Tanda, in the |
| 4. Kingree Budshapoor. | Mahomed Khan ka Tanda division of |
| 5. Meerpoor. | the Hydrabad collectorate, the num- |
- ber of Village Schools on the 30th of April last stood at 38. I may

* These schools impart an elementary education through the medium of the vernacular.

† This number does not include Zilla Schools and Talooka Schools of the Superior Grade. Through an oversight, 40, instead of 41, was entered in the Report for 1864-65.

here mention that the school at Boola Khan ka Thanna has since been reopened.

40. After the remarks made in my last Report regarding the closing system there is little left for me to add. I should state that the schools enumerated above were closed solely on account of paucity of attendance, a very good reason for the step. The large decrease in the number of schools closed (three) during the year, compared with the number (eleven) closed during the preceding year, is a subject for congratulation; and when the fact that there has nevertheless been an increase in the attendance rolls is put into the scale the result cannot be regarded as otherwise than favourable.

41. A year or two hence the Educational Inspector will, I trust, be able to announce in each succeeding annual Report an increase in the number of schools. By that time the Normal College students who have passed out this year, and who, owing to their youth and inexperience, are disqualified for the situation of head master, will have gained sufficient experience for the charge of schools; and, as there will be annually a fresh batch of assistant masters sent out from the Normal Institutions, there will be, I trust, a never-failing source from which vacancies will be readily filled.

42. Village Schools are divided into two grades, Superior and Inferior.

43. The following schools are classed in the Superior Grade:—

Names of Schools,	Attendance at the end of 1864-65.	Attendance at the end of 1865-66.	Average attendance.
1. New Halla.....	40	40	36
2. Nowshera.....	45	51	45
3. Hallance.....	27	31	25
4. Sukkur.....	59	45	34
5. Mathlee.....	42	42	40
6. Taroosha.....	46	54	36
7. Bhiria.....	56	48	45
8. Mittee.....	54	54	39
9. Veeravow.....	30	30	22
10. Tatta.....	52	61	51
11. Rorce.....	41	38	38
12. Kumbur.....	29	46	38
13. Kundiara.....	38	37	34
14. Alyar ka Tanda.....	34	30	27
15. Old Halla.....	42	35	22

44. *New Halla*.—This school stands first in its grade. The boys have been well brought on in Grammar and Geography, but are deficient in Arithmetic. They also know something of the History of India.

45. *Nowshera*.—The acquaintance of the boys with Grammar is very creditable. In Arithmetic they can work sums up to fractions, but they are weak in Geography.

46. *Hallance*.—There is considerable progress observable in this school, but the boys are defective in Grammar. In the Geography of Hindostan and in Arithmetic they made a very good show.

47. *Sukkur*.—The head master of this school has not been exerting himself; the school has declined; Persian is indifferently taught. The translation of the first class at the examination was generally ungrammatical and poor. In Geography and Arithmetic there was an improvement, but the school is not what it should be.

48. *Mathlee*.—A marked improvement has taken place in this school. The Deputy Educational Inspector reports that Grammar is fairly understood, that the working of sums in Arithmetic is satisfactory, that the knowledge of Persian possessed by the first class is particularly good, and that the only defect is the exclusion of the study of Geography.

49. *Taroosha*.—This school is backward in Arithmetic, History, and Grammar.

50. *Old Halla*.—Arithmetic and Grammar have been better taught in this school; the boys appeared to the Deputy Inspector to be well acquainted with Persian, but they were backward in Geography and History of India.

51. *Bhiria*.—The knowledge of Reading, Writing, and Arithmetic displayed by the boys in this school is reported to be fair, but they are defective in other subjects.

52. *Mittee and Veeravow*.—In the Thurr and Parkur districts both Sindhi and Gujarati are taught. The boys in both schools are very fairly acquainted with these languages, except as regards Grammar, which is defective. They have made some progress in Arithmetic.

53. *Tatta*.—One of the trained masters, who passed the final examination at the Hyderabad Normal College has been appointed to this school. He will, I hope, raise it from the present backward

state into which it has fallen through the listlessness of the late master, who has been transferred.

54. *Roree*.—The master of this school has greatly neglected his duty; his services have been dispensed with, and a better man appointed to succeed him. In consequence of the master's neglect, I am sorry that I cannot report progress.

55. *Kumbur*.—This school has greatly improved both in attendance and studies. The master is an energetic man.

56. *Kundiara*.—The master's inefficiency has retarded the progress of this school; he has been replaced by a better man, who, it is hoped, will bring it on.

57. *Alayar ka Tanda*.—The indifference of the inhabitants of this town, principally Banians, to education, renders it next to impossible for the school to improve.

58. The following schools are classed in the Inferior grade:—

Names of Schools.	Attendance at the end of 1864-65.	Attendance at the end of 1865-66.	Average daily at- tendance.
1. Shikarpoor	24	37	30
2. Sungrar	18	22	19
3. Obowra	25	37	27
4. Mahd Khan's Tanda..	30	25	18
5. Kote Meer Mahomed Khan	16	20	20
6. Dadoo	21	19	14
7. Meerpoor Mahree...	25	25	20
8. Dharawahar	22	20	16
9. Punna Akil	22	19	16
10. Bhiria Pohar	15	18	13
11. Khetty	24	23	19
12. Thurrari Mohbut ...	16	18	12
13. Moogurbeen	...	28	21
14. Khyrpoor Dhurkee ..	18	20	15
15. Goolam Hyder	...	20	16
16. Jacobabad	20	12	10

59. These schools are mostly attended by Mahomedans; the attendance is generally small and fluctuating. Some of these are in charge of normal class men, and the rest under untrained Akhoonds. The subjects studied are Reading, Writing, and Arith-

metic up to proportion. In some of them Grammar and Geography are to a certain extent taught.

60. On reviewing the state of the Village Schools from inspection reports, the progress has not been altogether satisfactory. This must be expected, as I have from the first stated, until we can put thoroughly qualified men in charge. But during the year under report that has occurred which would in a great measure have frustrated the efforts of the most efficient and zealous men. The province has been visited by cholera, which prevailed in different parts throughout the months of April, May, June, July, and August. While the epidemic raged our schools were almost emptied. In one respect I observed a change for the better in those schools which I visited, and that was as regards Grammar. I have so frequently impressed the importance of a thorough knowledge of this branch of elementary education upon masters and boys that I am glad to see it has had some little effect. I could not expect any very great improvement, as the masters of many schools are but imperfectly acquainted with Grammar themselves.

61. I cannot say that the system of school committees has worked well on the whole; they do not exercise that supervision over schools which they might do (nothing but the appointment of more Deputy Inspectors will meet this want), but they are nevertheless useful for reference occasionally on subjects connected with their schools. The committees who have rendered this department most assistance are those at Hyderabad, Shikarpoor, and Sehwan. Khan Bahadoor Taj Mahomed, Mooktyarkar of Larkhana, and Mr. Krishnajeet Bapoojee Bal, the Moonsiff of Halla, have also rendered great assistance.

62. With the exception of the Inferior Grade Village Schools, and those in the Thurr and Parkur districts, fees are levied in all the schools in Sind, and the increase (Rs. 354-14-5) in the amount (Rs. 1,044-5-6) collected during the present year, compared with that (Rs. 689-7-1) collected during the year 1864-65, may be regarded as a sign of the increasing interest of the people in education.

63. Furniture has been provided for many of our schools during the year. Clocks and time-pieces were also supplied to the larger schools.

NORMAL COLLEGE AND SCHOOL.

64. *Hydrabad Normal College.*—This institution is thriving,

and bids fair to realize the expectations formed regarding it. To it we must look as a source of supply for masters in Lower and Central Sind. In the month of July the new establishment scheme came into operation, whereby a competent staff of masters was secured, and twenty-four scholarships founded. The curriculum consists of Sindhi and Persian literature, and a thorough instruction in the Grammar of these languages; the entire course of Arithmetic and Algebra and the whole of Euclid; History of India and England; General Geography and Map-drawing; Natural Science; original Essay-writing, and the first three books of Mr. Howard's English Series.

65. At the close of last year there were twenty-one students in the College. In August 1865 an entrance examination was held, and six successful candidates were admitted. This led to the formation of a third class.

66. In the month of December 1865 the first class, composed of eight boys who had been studying in the old Normal Class and in the College for an average period of three years, presented themselves for final examination: and the second class, composed of nine boys, who had been studying for two years, underwent their first terminal examination. The result was on the whole satisfactory, as will be seen from Appendices A and B. Eight students presented themselves for the final examination, and only one failed, *i.e.*, obtained less than 40 per cent. of marks. Three students obtained more than 60 per cent., three more than 50 per cent., and one more than 40 per cent., of marks.

67. In saying that this result is satisfactory it must be remembered that this is the first attempt which has been made in Sind to bring up young men to a fixed standard of qualification for the situation of schoolmasters under a thoroughly organized system of instruction. It will be observed that the candidates were rather deficient in English; this is to be regretted, but, considering the comparatively short time that they studied the language systematically, and the numerous vernacular subjects which occupied their attention, it can hardly be said to have been unexpected. More stress will henceforth be laid on the English portion of the curriculum, because I wish the masters drafted from this school to be able to teach the elements of that language in those schools to which they may be deputed, in order, if possible, to make the work

of the masters in the higher grades of schools lighter, and to enable them to devote more time to instruction in the more advanced branches of education. At the same time it will not be forgotten that a thorough acquaintance with the vernacular is, after all, the great desideratum in a master of a Village School ; and the attention now given to this subject will not be relaxed.

68. I detained the three most promising of the successful candidates at the final examination in the College, in order that they might have an opportunity of improving their knowledge of English. It is my intention to send these masters to the schools at Larkhana, Tatta, and Hyderabad, in order to make them feeders to the High and Zilla Schools.

69. The other four I sent as assistant masters to the schools at Shikarpoor, Hyderabad, Tatta, and Bhiria ; I also sent the unsuccessful candidate to Taroosha as assistant master, because it was considered that his abilities were of too low an order to augur any improvement by a longer residence in the College. But even he will, I fancy, prove a more efficient master than many of those at present in charge of outlying schools, who were appointed under the old system.

70. Of the nine students who presented themselves for the first terminal examination it will be seen that two gained over 60 per cent., five over 50 per cent., and two over 40 per cent., of marks ; so that, taking 40 per cent. as the minimum for a pass, it may be said that they were all successful.

71. I think I am justified in stating, before I pass on to another subject, that the Normal College, during its first year, has realized the expectations formed regarding it in a satisfactory manner.

72. *Sukkur Normal School*.—Mr. Kowramull, Head Master of the Shikarpoor Talooka School, assumed charge of this Normal School in August last. There was then an attendance of seven scholars ; there are now fifteen, nine of whom, forming the first class, have been under instruction for eight months, and the rest only recently admitted. The curriculum of the first class has been Sindi and Persian Literature and Grammar, the whole of Arithmetic, Algebra as far as division of fractions, Geometry (first book of Euclid), the Solar System, General Knowledge orally communicated, History of India and England, Geography of Asia and of Europe, English First Reading Book. I was very much pleased with my visits to

this school in February last. The progress of the scholars was very satisfactory; they were thoroughly well grounded in all that they had learnt.

73. The Deputy Educational Inspector, in reporting on this school writes :—

“4. This institution was reorganized, as is mentioned in the last annual Report, after the end of the year 1864-65; and the new master, Mr. Kowramull, took charge of it in August last. I examined it last month, and have submitted a special report on its state. I need not reiterate the remarks made therein. Suffice it to say here that its condition reflects great credit on the exertions of Mr. Kowramull, who is a most painstaking and zealous officer. I have every reason to hope that seven or eight scholars of this institution will so far advance in study at the end of the calendar year as to be fit for the post of schoolmaster.”

74. Mr. Kowramull is very ably assisted by Moonshee Moulvee Mahomed, who superintends the Persian branch of the course of study in the school. The Deputy Educational Inspector writes: “I have every reason to be satisfied with his work. He possesses a peculiar knack of teaching and making his instruction impressive. The method he has adopted in teaching Persian is superior to any that I have elsewhere observed.” From what I saw of Moonshee Moulvee Mahomed and his method of teaching, I fully indorse this opinion.

ENGINEERING SCHOOL.

75. This is a new feature in the Educational Reports since the year 1861, when a class, established by Sir Bartle Frere in the year 1855, was closed on account of want of funds and paucity of attendance. It is with great pleasure that I now announce its revival, which was brought about by Colonel Tremenhare, R.E., Chief Engineer in Sind.

76. This school was opened in the month of July 1865, under Mr. Hurree Vishnoo, formerly an Overseer in the Public Works Department, a person apparently in every way fitted for the situation. The attendance numbers eleven boys. The object of this school is to prepare young men for situations in the upper and lower subordinate grades of the Public Works Department in Sind, where the want of qualified persons to fill vacancies in that department is very much felt. I have visited the school and examined the boys in English and Mathematics, and I was very much pleased with their

acquirements. I also inspected their Roman and Italic printing and plan-drawing, which appeared to be very neatly executed. Beyond this, for want of professional knowledge, I am not prepared to report further on the progress of the school, but I will here quote a letter addressed by Lieutenant Phelps, Royal Engineers, Acting Executive Engineer Lower and Central Sind, to the Chief Engineer in Sind, after inspecting the school in October 1865, when it had only been opened three months and a half, which speaks more on its behalf than anything I can bring forward :—

“ With reference to your endorsement No. 3269 of 1865, I have the honour to report that on the 13th instant I inspected the Engineering School at Hyderabad. There were eleven pupils, ten of whom were present, and one absent, being sick. The senior pupils, four in number, had read the first, second, third, and fourth books of *Euclid*, and were reading the first and second books they had read at the High School. I examined these boys myself, and was surprised to find how thoroughly they understood what they had read. The junior pupils had read the first book of *Euclid*, and were very well up in it. All the pupils had learned a sufficient number of problems to enable them to begin to draw plans, and I was shown some drawings of bases and capitals executed by them as practice for acquiring the use of the drawing instruments; these were neatly drawn. The senior pupils had been taught the definitions of Plane Trigonometry, and had learnt the usual problems for the solution of plane triangles. I do not know what course of instruction is supposed to be followed at the Engineering School, but I find that the pupils were well grounded in those subjects which Mr. Harry Vishnoo, the school master, stated had been taught to them by him.”

77. A correspondence has been carried on with a view to induce Government to hold out a promise of employment to the boys in this school who duly qualify themselves. I regret to state that, owing to some misunderstanding, the object in view has not been attained. I feel sure that without some substantial inducement the present attempt to form an Engineering School will share the fate of the former; I intend, therefore, to carry on the correspondence, in the hope that I may clear up the present misunderstanding, and induce the Government to assist the undertaking in the only way which will ensure its success.

V.—PRIVATE SCHOOLS UNDER GOVERNMENT INSPECTION.

78. *Indo-European School*.—This is a most useful institution in a station like Kurrachee, where the number of Europeans and Eurasians with moderate means is so large. It is much to be regretted, however, that the attendance is not in proportion to the population. Various causes are assigned for this result, but I am not prepared to state which of them is correct. Be the cause what it may, I trust that during the current year a greater appreciation of this school will be evinced by an increase in the attendance and the funds required for its maintenance. The report of the examiners at the annual examination held in December last was, on the whole, favourable.

79. *Mission School*.—This school is progressing well. In my last Report I mentioned that whatever is taught is taught thoroughly; this opinion is confirmed by the report of the Reverend S. Stead, who was one of the examiners at the last Christmas examination; he writes: "I cannot but mention the evenness of the boys' knowledge of the subjects in which I examined them. It would be almost impossible to decide which of the two senior boys did better than the other, and deserves the first prize; and the rest were nearly equal. I mention this because I consider it the best proof of the care and pains of the teachers." Major Barton, the other examiner, also writes: "and all I examined in Euclid showed they had been well grounded from the commencement."

80. *St. Patrick's School*.—The number on the rolls of this school is 118, and the average monthly attendance during the year has been 97. The school has earned for itself a very favourable reputation. A sound and useful education is imparted to the children, and no pains are spared on the part of the teachers. The last report on the school, read at the meeting for the distribution of prizes on the 26th ultimo, was favourable.

81. Since the submission of my last annual Report a revised set of rules for the regulation of grants-in-aid, on the payment by results system, has been promulgated, and application to be allowed the benefits of these rules have been made by the managers of the Mission Schools at Kurrachee and Hyderabad.

VI.

82. The statement given below shows the number and value of scholarships in the several schools in the province; I have also included exhibitions in the High Schools, for which a monthly sum of Rs. 24 is expended out of the local funds :—

Institutions.	Number.	Value of each Scholarship.	Amount.	Remarks.
		Rs. a. p.	Rs. a. p.	
<i>General Education.</i>				
Hydrabad High School Scholarships.	1	10 0 0	10 0 0	
	1	8 0 0	8 0 0	
	2	6 0 0	12 0 0	
	4	5 0 0	20 0 0	
Exhibitions	3	6 0 0	18 0 0	
			68 0 0	
Kurrachee High School Scholarships.	1	8 0 0	8 0 0	
	2	6 0 0	12 0 0	
	4	5 0 0	20 0 0	
	1	6 0 0	6 0 0	
Exhibition			46 0 0	
Sukkur Zilla Sch. Scholarships..	1	5 0 0	5 0 0	
	2	4 0 0	8 0 0	
	4	3 0 0	12 0 0	
			25 0 0	
<i>Special Education.</i>				
Normal College	2	10 0 0	20 0 0	
	4	8 0 0	32 0 0	
	10	6 0 0	60 0 0	
	6	5 0 0	30 0 0	
	2	4 0 0	8 0 0	
		150 0 0		
Sukkur Normal School.....	1	8 0 0	8 0 0	
	2	6 0 0	12 0 0	
	8	5 0 0	40 0 0	
	5	4 0 0	20 0 0	
		80 0 0		
Engineering School	6	9 0 0	54 0 0	
	6	6 0 0	36 0 0	
		90 0 0		
Total., Rs.	..	.....	450 0 0	

VII.—EMPLOYMENT OF STUDENTS IN THE PUBLIC SERVICE.

83. The revised statements, to which allusion was made in the last Report, have since been received. This subject had unfortunately been overlooked, and the submission of the statements was not expedited; consequently great delay in their receipt occurred. I am now, however, in a position to state that from the year 1856 to the year 1865 the schools in Sind supplied 185 public servants, divided among the several Divisions, as given below :—

Kurrachee.....	53	Shikarpoor	77
Hydrabad	50	Thurr and Parkur.....	4
Upper Sind Frontier.....	1		

84. I have not received returns for the year 1865-66, but instructions will be issued to all schoolmasters to keep a register of the boys who leave their schools from time to time for situations in the public service, and to submit extracts from those registers, in the shape of annual returns. Many young men leave the Kurrachee and Hydrabad schools for situations in merchants' offices and banks.

85. The Collector of Kurrachee, Major Lambert, has lately adopted a measure which is calculated greatly to assist the efforts of this department: at his request, a list of young men who were considered qualified for the public service was forwarded to him, and I am given to understand that most of these young men have obtained situations in the Revenue line. I shall in future submit a similar list to each Collector and Political Superintendent at the close of the travelling season.

VIII.—THE ENGLISH LANGUAGE IN INDIAN EDUCATION.

86. I have little or nothing to add to the remarks made in my last Report under this head. The young men who have lately left the Hydrabad Vernacular Normal College for situations as masters will disseminate an elementary knowledge of English, and as time passes on I trust that we shall see the English language take a prominent place in the curriculum of all our schools.

IX.—BOOK DEPARTMENT.

87. Great improvements have been effected in this important branch. A new set of rules for the management of Book Depôts has been published for general information. A Central Book Depôt has been opened at Kurrachée, under the superintendence of the Deputy Educational Inspector, in connection with which branch depôts have been established throughout the province. Arrangements have been made with the Curator of the Bombay Central Book Depôt for the supply of Gujarati and English books, and I have requested the Director of Public Instruction in the Punjab to assist this department by entering into an arrangement for the supply of Persian books.

88. A large number of books published for the use of the Educational Department have remained unsold, in consequence solely, I believe, of the very high prices placed upon them. These prices have been reduced to a scale within the reach of all but the very poorest of the population, and care has been taken in the issue of fresh publications to fix the price so as just to cover the cost. This method secures the object which Government have in view, namely, to place literature in the hands of the masses without pecuniary profit to themselves.

89. A Translation Department has been organized, the Head Master of the Hyderabad Vernacular Normal College being Translator. During the year he has revised the Sindi Fourth Book and four books of Euclid. This work is of course made subservient to his duties as Head Master, and he has not until lately had the services of an assistant placed at his disposal.

90. I regret to state that the Sindi maps of India and Sind, to which I referred in my last Report, have not been published, because it is impossible to get them printed or lithographed here. I shall endeavour, however, to get them published elsewhere.

91. The following statement shows the books which were published by this department during the year under report, the cost of

publication, the number published, and the price fixed for each copy :—

Title of Book.	Number published.	Cost of publication.			Price per copy.		
<i>Printed.</i>		Rs.	a.	p.	Rs.	a.	p.
Sindi Geography.....	1,500	438	1	4	0	12	0
Esop's Fables (Sindi translation) .	1,000	612	9	11	0	8	0
Sindi Account of Sind.....	1,000	250	0	0	0	4	0
Do. Fourth Book, Part I.....	1,000	500	0	0	0	8	0
Do. do. Part II.....	1,000	500	0	0	0	8	0
Third Book of Euclid (Sindi translation).....	300	Not yet ascertained.			....		
<i>Purchased.</i>							
Oodharam's Guide.....	500	500	0	0	1	0	0
Toteenamah	100	75	0	0	0	12	0

GENERAL REMARKS.

92. I still hold to the opinions expressed in my former Reports in respect to the obstacles in the way of educational progress in this province, and of the measures which it is necessary to take to remove them. Many of these measures have been adopted, but their effect will not be apparent for some years. One great step has been taken, and that is the establishment of an efficient staff of masters for our High Schools and Normal Institutions. The superior education which these masters are able to afford will, I trust, turn out well-educated and enlightened young men, who will exert a great influence on their countrymen. All our masters, too, are becoming more or less acquainted with the vernacular, and they are thus enabled to put things more intelligibly before their pupils, and to mix with the townspeople and to enlarge on the benefits of education. Parents are apt to be more readily induced to send their children to a school presided over by a person with whom they are acquainted, and who may probably have won their friendship and esteem, than they would be inclined to do if that person were an entire stranger to them except by sight. Our Normal Institutions also contribute largely to the removal of the difficulties

which surround educational progress, by sending out young men who have some knowledge of English, and who are thus able to lighten the work of our High School masters, and by the superiority of their education to raise the schools to which they are attached in the eyes of villagers.

93. For these reasons I consider that a decided general advance has been made by the department during the year under report, and that but for the prevalence of an epidemic I should have been able to report very much more favourably of each school in detail.

94. In my Report for last year I treated upon the subject of school accommodation. Something has been done by way of improvement in this respect during the year, but only as far as the limited means at the disposal of this department would permit.

95. Of the imperial grant for educational buildings in this Presidency Rs. 5,000 were allotted to Sind; and this amount was, through the kindness of the Commissioner in Sind, who has invariably assisted this department by every means in his power, supplemented by the appropriation of Rs. 5,950, savings from the local fund grant of Rs. 21,000 towards education.

96. This aggregate sum of Rs. 10,950 has been expended in the following manner:—

Towards the improvement of the High School building, Hyderabad	Rs. 2,400
Towards the erection of a building for the accommodation of the Vernacular Normal College and the Engineering School, Hyderabad	„ 4,500
Towards the Larkhana School-house	„ 800
Towards the Oomercote School-house	„ 1,000
Towards the Veeravow School-house	„ 600
Towards the Old Halla School-house	„ 1,525
Towards the Nussurpoor School-house	„ 25
Towards the improvement of the Hyderabad Vernacular School-house	„ 100
	Rs. 10,950

97. Until we have proper accommodation for our educational establishments we cannot expect them to make the progress which is desired.

98. I could not undertake the improvement of the Kurrachee High School building; it is my intention to apply a portion of the allotment for the current year to this purpose, and to request the Municipal Commissioners to contribute an equal sum.

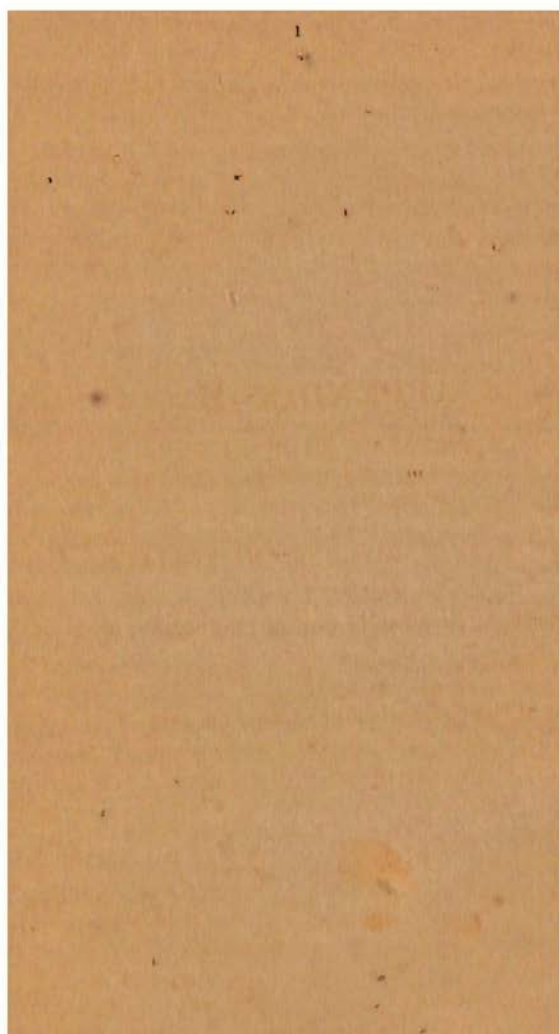
99. I must not forget here to record my sense of the hearty co-operation of the revenue officers, the several municipal bodies, and of all government officers with whom I have corresponded, in such matters connected with this department as have come before them. To the managers of Private Schools I have also to tender my thanks for the ready manner in which they have given me such information as I required.

100. My Deputy, Rao Saheb Narrayen Jugonnath, has continued to render zealous and able assistance. His long experience in the department, his intimate acquaintance with the habits, ideas, and the language of the people, make him a most useful condjutor; while by his upright character and kindly disposition he wins the confidence and respect of the authorities and of the people. Were he removed from the province I should find it very difficult to carry on my duties in this department. I should be glad to see him promoted to some more responsible and lucrative situation, but I should be very sorry to see him transferred. I sincerely trust that his meritorious services, so repeatedly brought to notice, may be rewarded in a substantial manner.

101. The staff of masters in the High Schools and Normal Institutions, and Mr. Hurree Vishnool, Master of the Engineering School, have conducted their duties in a manner which has given me satisfaction.

J. MOORE,

Educational Inspector in Sind.



APPENDIX **B.**

REPORTS OF GOVERNMENT COLLEGES.

1. Report of the Elphinstone College for 1865-66.
2. Report of the Poona College for 1865-66.
3. Report of the Grant Medical College for 1865-66.

1. REPORT OF THE ELPHINSTONE COLLEGE
FOR 1865-66.

No. 1 of 1866-67.

To Sir A. GRANT, Bart.,
Director of Public Instruction.

SIR,—I have the honour to forward the Reports of the Professors of the Elphinstone College for the year 1865-66. Owing to the loss which the College has sustained in the death of Dr. Haines, there is no Report on the progress made by the students in Chemistry.

As I only took charge of the College on the 29th of last March, of my own experience I can say nothing as to the work and discipline of the students.

I have the honour to be,

Sir,

Your most obedient Servant,

K. M. CHATFIELD,
Principal.

Mahableshwur, June 2nd, 1866.

To K. M. CHATFIELD, Esq.,
Principal, Elphinstone College, Bombay.

SIR,—I have the honour to submit the following Memorandum Report on Elphinstone College for 1865-66, during the greater part of which year Elphinstone College was in my charge.

2. The following table gives a view of the number on the rolls, and the average daily attendance, for each of the five years ending

with the one under report, inclusive, and for the tenth year counting back from the date of Report:—

Year.	Average Daily Attendance.	Number on the Rolls at the end of the year.	Highest Number at any time on the Rolls.
1865-66	79	98	100
1864-65	82	93	109
1863-64	82	94	94
1862-63	74	69	88
1861-62	62	69	78
1856-57	43	39	Not found.

3. The following is a tabular statement of the annual payments under the head of fees for the same times:—

1865-66	Rs. 2,440	1863-64	Rs. 1,725	1861-62	Rs. 960
1864-65	Rs. 2,160	1862-63	Rs. 980	1856-57	Rs. 1,050

4. The following are the names of students whose attainments would qualify them to hold stipendiary scholarships and free studentships, but whose friends have consented to pay for them the College fee; the first named, Mr. Alloomull Tricumdas Bhojevani, from Sind, also gave up voluntarily a local exhibition worth twenty rupees in favour of another and poorer student from the same province:—

5. Mr. Alloomull F. Bhojevani, Mr. Rustomjee M. Patell, Mr. Dadabhai S. Patell, Mr. Sadashiv V. Dhoorundhur, Mr. Muncherjee F. Patell.

6. On the second of this month 42 Maratha Hindoos were on the College roll, 33 Parsees, 17 Gujarati Hindoos, 3 Mussulmans (one from Sind), 2 Portuguese, and 1 Sindi Hindoo.

7. The following table presents a view of the performances of College students at University examinations for the five years ending

with 1865-66 inclusive; the figures are computed from the official lists published in the *Government Gazette*:—

Year.	Matriculation.	First Examination in Arts.	Examination for the B. A. Degree.	Degrees conferred in M. A. and in Honours.
1865	3	13	10	4
1864	14	12	6	2
1863	23	10	3	2
1862	15	5	4	1
1861	20	7	..	..

8. *The B. A. Examination 1866.*—To the B. A. examination in March Elphinstone College sent fifteen candidates, of whom six passed. Of those who failed two had passed their first examination in Arts in November last, and thus had had but three months, instead of twelve, to prepare for the B. A. examination. Two other students who failed to pass had lost a considerable portion of their time in actual absence from the College, on account of sickness, from which one of them, indeed, was not perfectly recovered at the time of examination. Sickness also, which I am just informed has terminated fatally, prevented a fifth most promising student from competing at all. The unusual number of three deaths, one from accident, has taken place among the students whose names were on the rolls a twelvemonth ago. Mr. Motilal Ramprasad Datya, B. A. (of 1865), who died at Rajkote, was a student of real ability and promise.

9. It is not the practice of the College to prevent students, on the sole ground that it is probable they will not pass, from proceeding at their earliest opportunities to undergo the examination for B. A. It very often entails considerable sacrifices on a man to keep the minimum number of terms which will enable him to present himself for examination. These sacrifices should not be added to, from a desire to maintain a certain proportion between the successes and failures of the men sent up from a particular College. If College authorities prevent a man from going up to the examination when his six terms are completed, in the majority of instances they compel him either to give up the idea of taking the degree at all, or to submit to the inconveniences and expenses of another

twelvemonth's attendance at College classes. At the same time the College gains in a sort of reputation, by reducing the proportion of failures to successes. It may compensate the man it keeps back, by allowing him to retain the position of a stipendiary scholar. But it is hard to the public interest that stipends should be retained by senior students of this character, while junior undergraduates of undoubted promise are kept out of college by the want of stipends.

10. From information accessible to the undersigned, as a University examiner on the occasion, the following analyses of the results of the late B. A. examination are derived :—

Subjects.	Total Number of Candidates.	Candidates from Elphinstone College.	Candidates from other places.	Total Number of Passed.	Passed from Elph. Coll.	Passed from other places.	Total Number of Failures.	Failed from Elph. Coll.	Failed from other places.	No. of Passed men from Elph. Coll. who took up.	No. of Failures from Elph. Coll. who took up.
Aggregate of Subjects.	22	15	7	12	7	5	10	8	2	0	0
English	22	15	7	18	13	5	4	2	2	6	9
Lower Mathematics ..	22	15	7	18	12	6	4	3	1	6	0
Logic and Moral Philosophy	16	10	6	11	7	4	5	3	2	4	6
Dynamics and Hydrostatics	14	11	3	14	11	3	0	0	0	4	7
Geometry.	12	8	4	10	6	4	2	2	0	3	5
Sanskrit	9	8	1	9	8	1	0	0	0	4	4
Vernacular	9	3	6	8	3	5	1	0	1	0	3
Political Economy	8	7	1	8	7	1	0	0	0	3	4
History	7	4	3	7	4	3	0	0	0	2	2
Optics and Astronomy.	5	4	1	4	3	1	1	1	0	1	3
Latin	4	4	0	2	2	0	2	2	0	2	2
Chemistry	2	1	1	2	1	1	0	0	0	1	0
Final results	22	15	7	10	6	4	12	9	3	0	0

11. Dynamics and Hydrostatics were taught by Professor Candy, Sanskrit by Professor Bühler aided by Mr. Raghonath Shastree, Political Economy by Mr. M. G. Ranadé, the Senior Duxina Fellow, History by Dr. Bühler and the undersigned, Chemistry by Dr. Haines.

12. Two men from Elphinstone College who failed in one subject did not obtain the necessary third on the aggregate of all the subjects taken up by them. One of the two students who failed in

English, was a good mathematician. The marks he gained in other subjects would have passed him on the aggregate, even had no marks at all been given him for his English. He was matriculated in 1862.

13. There is little doubt that the two students who failed in Latin, one of them failing also in Mathematics, would have passed, could they, or would they, have taken up each his vernacular instead of Latin. They are, however, the two mentioned as having been seriously sick for a part of their year of preparation. Still the effect of the strain on a man's mental power which is caused by the study of Latin when commenced after matriculation is not measurable by the marks he obtains on his Latin paper. His attention has been more or less diverted from other subjects, in which he does not, therefore, do as well as he would have done.

14. All but one of the men who took up Sanskrit were from Elphinstone College. No one was plucked in that language. The facts of this examination do not give data for a comparative estimate of different Colleges. Of the seven candidates not from this College, three were men who had belonged to it, but for some time past had been engaged in active life; one of them passed. Of the four who belonged to another College, one matriculated in 1861, another in 1862, while the bulk of the Elphinstone men matriculated in 1863. Only one of the four took up Sanskrit.

15. Up to this time men, as a rule, have seriously commenced their classical languages only after entering the College. Yet for about two years the knowledge of one classical language has been a necessary qualification for obtaining a degree. It was hoped that before this the High Schools would have made arrangements to enable their scholars to take up classical languages to their matriculation examination. As yet they have not done so. No undergraduate has joined the College after having matriculated in either Latin or Sanskrit. To the College this circumstance is important. The following details will show our actual position, in respect to Latin. With respect to Sanskrit it may be a little better.

16. At the junior scholarship examination of 1866, 32 undergraduates were examined in Latin; 9 of them were men matriculated in 1864, the remaining 23 were matriculated in 1865. The former must present themselves at the first examination in Arts in December 1866, the latter in the F. E. A. of 1867. The former,

therefore, had mostly been fifteen months in college, the latter three months, at the date of examination, and these periods measured the time for which Latin had been studied by the two classes of students respectively. To make the competition more even, the examination was made to refer wholly and solely to the second book of *Cæsar's Commentaries*, in which fresh men had been carefully prepared. This will account for the high marking in the following table of results :-

Year.	Number.	Marks.	Number.	Marks.	Number.	Marks.	
1864	I. 36 $\frac{1}{2}$		IV. 30 $\frac{1}{2}$		VII. 7		N. B.—The total number of marks awarded was 50.
	II. 33		V. 13		VIII. 6		
	III. 33		VI. 10		IX. 4		
1865	1 45 $\frac{1}{2}$		9 21 $\frac{1}{2}$		17 4 $\frac{1}{2}$		
	2 41		10 19 $\frac{1}{2}$		18 4 $\frac{1}{2}$		
	3 40 $\frac{1}{2}$		11 19		19 4		
	4 34 $\frac{1}{2}$		12 9 $\frac{1}{2}$		20 3		
	5 34 $\frac{1}{2}$		13 9 $\frac{1}{2}$		21 2		
	6 26		14 9 $\frac{1}{2}$		22 1		
	7 24 $\frac{1}{2}$		15 6 $\frac{1}{2}$		23 ..		
	8 23		16 5 $\frac{1}{2}$		.. ..		

17. There is not much probability with reference to one-third at least of the students in either of the above lists that they will succeed in passing the first examination in Arts within the time allowed. For another third, passing will be a matter of chance, that is to say, their passing or not is not a matter for absolute calculation. Great exertions may give some of them the power of obtaining the minimum number of marks in Latin, but no exertions are likely to enable them to obtain much more than the minimum in that or any other subject. They will therefore be in danger of failing somewhere or other, if not in a particular subject, at least in the aggregate of subjects.

18. The Latin standard of 1866, so far as can be judged from the paper of questions set, and the character of men examined, was higher than the standard of 1865. It is usual for at least one of the pair of examiners on a particular subject in one year to be an examiner on that subject in the next year. This rule, which is

obviously necessary for the preservation of a continuity of standard, was not adhered to in the case of Latin at the late examination. Neither of the Latin examiners in 1866 had examined in Latin at the B. A. examination of 1865, or at any examination held in that year. But the candidates who took up Sanskrit for the B. A. in 1866 were examined by the same gentlemen who set the questions in 1865 for the first examination in Arts. (At the B. A. examination of 1865 no candidates presented themselves for examination in Sanskrit at all.) These circumstances seem to show that the candidates in Latin were at a comparative disadvantage. It is probable, however, that the standard of Latin is not unduly high, and that this year's results only show how impossible it is for the College to bring average men up to a respectable standard in Latin who begin the study of that language after their matriculation, and have less than three years to prepare themselves in it as one of six different and independent subjects of study.

19. The College is at least unfortunate in being obliged to graduate its scholars at the end of a three years' course in a classical language, while the high schools persistently matriculate in their vernaculars the men who enter the College. Nor do the High Schools go beyond the matriculation standard in other subjects. No student, as a rule, enters Elphinstone College who has read at school the English he is to take up at the F. E. A. and B. A., or who is trained in Versification, Trigonometry, Conic Sections; and all Mathematics beyond the elements of Algebra and Geometry are equally unknown to him. In every other subject he has to begin from the very beginning. The consequence is that more subjects are crowded into the college course of three years than an average scholar can safely undertake to manage in the time.

20. If the University do not make acquaintance with a classical language as necessary at the matriculation examination as at the other examinations, or if new exertions on the part of the High Schools do not supply the place of such compulsion, it will be necessary, at all events, for this College to forego the responsibility of sending up men to be examined in Latin. This would be a loss. The serious study of Latin is necessary to make students good scholars in English. Its abandonment would cause English scholarship here very seriously to deteriorate, but there being no special teacher for it, its abandonment is necessary unless the schools

send us men who are at least equal to the matriculation requirements in the language.

21. *University Prizes.*—The Homejee Cursetjee Prize was not awarded in 1865. Several junior students sent in attempts of sufficient merit to give hopes that the writers will have better chances of success at the next trial. In March, Mr. Govind Ramchandra Bhugwut, M.A., a pupil of Dr. Haug's attached to this College as a Duxina Fellow, gained the Bhugwandass Poorshotumdass scholarship for 1866.

22. *Duxina Fellows.*—On the 11th of December Mr. Shunker Pandurang Pundit, B. A., was transferred to Poona, and his classes taken by Mr. Takoordass Atmaram Mehta, B. A., who on the 23rd of the same month was removed to the Elphinstone High School. On the 13th of the same month Mr. Govind Ramchandra Bhugwut, M. A., was transferred hither from Poona. Mr. Mahadeo Govind Ranadé, M. A., and Mr. Bala Mungest Waglé, M. A., in 1866, obtained the degree of LL.B., and took honours in Law.

23. *Unmatriculated Students.*—Since October no unmatriculated students have been attending the College, and, by order of the Director of Public Instruction, none are now to be admitted.

24. *Changes in the College Staff.*—In June last Sir A. Grant, Bart., LL.D., returning from England, assumed charge of the Principalship. At a subsequent date in the same month, on the appointment of Sir A. Grant as Director of Public Instruction, the undersigned was directed to reassume charge as Acting Principal, Mr. Oxenham rejoining from Poona as Acting Professor of English. In January last Dr. Bühler proceeded to Poona to take the position there, for a time, of Superintendent of Sanskrit Studies. On the 5th of March his place was taken here by Dr. Franz Kielhorn.

25. *The Drawing Class.*—Mr. Schomberg, Teacher of the Drawing Class, was succeeded in August by Mr. Clarke who left in November. The present Drawing Master is Mr. Shreekrishna Bhai, a pupil of the Sir Jamsetjee Jejeebhoy School of Art.

26. These changes have only temporarily affected the proficiency of the class. Drawing is still a popular exercise. The results of the first examination that has ever been held of the class are in the hands of the Principal.

27. *Singing Class.*—In September the services of a competent teacher being available, the formation of a Singing Class was contem-

plated. More than twenty undergraduates were willing to pay a fee for admission to such a class. But the sum thus furnished was not sufficient to cover the necessary expenses, and the attempt to form a class was given up.

28. *Gymnastics*.—Attention is invited to the insufficiency and the worn condition of the apparatus used in the Gymnasium. The salary also paid to the master, twenty-five rupees a month, is too small. The master at present only comes twice a week, for two hours on one day and one hour another day. The students are too many in number to be effectively drilled in the time allowed.

29. *College Amusements*.—The Cricket Club still exists, but, in the absence of any convenient ground, its existence is intermittent. Students who take an interest in dramatic recitation have formed themselves into a society, which in 1866 has been able to defray, without appeal to any one unconnected with the College, the whole expense of the annual play.

30. The colleagues of the undersigned, both Duxina Fellows and Professors, deserve his best thanks for the assistance given him while he was in charge of the College.

I have the honour to be,

Sir,

Your most obedient Servant,

(Signed) J. P. HUGHLINGS.

(True copy)

K. M. CHATFIELD,

12th April 1866.

Principal.

FROM the ACTING PROFESSOR OF ENGLISH LITERATURE,
TO the PRINCIPAL, ELPHINSTONE COLLEGE.

SIR,—I have the honour to submit my Report for the year 1865-66 as Acting Professor of English Literature in Elphinstone College.

II. During the whole year now under report I have had, in addition to English lectures, Latin classes also under my charge, and for a short time in the latter part of the year a third subject, History, was added.

III. A.—ENGLISH LECTURES.

(1) With the candidates for B.A. 1865-66 I read *Cymbeline*, *The Excursion* (Books I. and II.), and Hooker's *Ecclesiastical Polity*, Book I.; (2) with the candidates for F. E. A. 1865-66 Johnson's *Lives of Cowley and Dryden*, Gray's *Poems*, Wordsworth's *Appendix and Prefaces*, and Milton's *Paradise Regained*; (3) with the candidates for F. E. A. 1866-67 Johnson's *Life of Addison*, Scott's *Kenilworth* (first sixteen chapters).

With the candidates for M. A. I had no regular lectures, but they came to me for an hour at a time now and then, and pointed out difficulties which they had found in the course of their reading.

The usual Friday examinations gave opportunities for testing the work of each week, and to all the classes I gave essays to write at frequent intervals throughout the term.

From Christmas until the end of the term I devoted the greater part of the time at my disposal for English classes to lectures on verse composition. I first gave a short sketch of the history of English versification, noticing the principal writers on the subject, and then described the metres used by our poets and the licenses proper to each metre. The students took down the substance of these lectures, and I examined their note-books to see that they had taken it down accurately. After the first three or four lectures I gave the class some verse composition to do, giving at first all the words in a stanza, merely transposing their order, the students having to re-arrange them in the required metre; afterwards, only the idea and rhyming words being given, the stanza was reconstructed. Many of the students were quick and dexterous in this sort of work. Lastly, the more advanced students attempted original verse composition.

B.—LATIN.

From June to November two Latin classes were under my charge, the candidates for F. E. A. 1865-66 and 1866-67. The junior class consisted of men who had learnt no Latin at school, and were beginning to study the rudiments of the language at college. They had read some *Delectus* in the previous term, and my work with them was the correction of exercises from Arnold's *Latin Prose Composition*. I had no Latin work with this class after Christmas.

With the senior Latin class (or candidates for F. E. A. 1865-66) I read Cicero (*De Senectute*), Horace (*Odes*, Book I.), Virgil (*Æneid*, Book I.). All these students passed the F. E. A. in November, and during the remainder of the term read with me the Latin books appointed for the B. A. Examination 1866-67.

C.—HISTORY.

On Dr. Bühler's transference to the Poona College in January, the class which he had been teaching came under my charge. This class, consisting of candidates for B. A. 1865-66, had nearly gone through their work when Dr. Bühler left. I read with them Roman History from the time of the Sempromian laws to the death of Sulla, and gave them a short sketch of the history and government of the Roman provinces.

IV. After Christmas Mr. Bala Mungesh Wagle undertook all the English Literature lectures that I was not able to take myself, and I was enabled to give more time than heretofore to Composition lectures. I have long felt that an arrangement of this sort would make the work both of Professor and Fellows doubly efficient, and the short experience of half a term confirms me in this opinion.

The difference between the arrangement I am now advocating and that which has hitherto prevailed is this. In the one case the Fellows take all those lectures which have to be given, and which the Professors are not able to give, and there is no very definite division of subjects among the Fellows beyond that which their own course of study naturally suggests. This makes the Fellows as a body generally supplementary in the teaching staff of the College.

In the other case each Fellow is assigned a particular subject, and works with and under a particular Professor, arranging with him as to the division of labour. Thus a supervision of the whole teaching of the subject is possible for the Professor, and the Fellow finds his energies efficient because not diffused.

I am aware that this arrangement may not always be practicable, owing to the necessity that at present exists, or has hitherto existed, of appointing as Duxina Fellows students who are themselves preparing for examinations, but as far as it is practicable it might, I feel sure, be adopted with the most advantageous results.

V. I cannot conclude this Report without calling attention to the difficulty of preparing for the University examinations in Latin students who, when they join the College, are ignorant of the very

alphabet of the language. This difficulty would be felt even if there were a professor whose sole duty it was to teach Latin, which there is not. I need not say more upon this subject, both as having been, I believe, treated at some length by Professor Hughlings in his Report, and as being an evil to be remedied by an improvement of the High Schools, and not by anything to be done by the authorities of the College.

I have the honour to be,

Sir,

Your most obedient Servant,

R. G. OXENHAM,

Acting Professor of English Literature.

Mahableshwur, 22nd May 1866.

Mahableshwur, 1st June 1866.

From F. J. CANDY, M.A.,

Professor of Mathematics and Natural Philosophy,

To K. M. CHATFIELD, Esq., B. A.,

Principal of Elphinstone College.

SIR,—I have the honour to send you my Report for the year 1865-66, ending the 30th of April 1866.

I returned to the Elphinstone College from the Poona College, having been appointed Professor of Mathematics and Natural Philosophy, at the beginning of April 1865, near the end of the year 1864-65.

During the first or monsoon term of the year 1865-66 I devoted my chief attention to the first two classes, the candidates for Mathematical Honours and for the degree of M. A., and the candidates for the degree of B. A., leaving the other two classes, the candidates for the First Examination in Arts, and the first-year students, more to the Duxina Fellows. I gave four hours a week to each of the first two classes, and two hours to each of the other two, besides the Friday examinations. There was also a class of candidates for matriculation, to whom I gave no lectures.

At the beginning of last term, the second of the year 1865-66, the examinations for Honours being held, the class of candidates for B. A. became the first class, and the unmatriculated class was abolished; but there were still four classes, the fourth consisting of

freshmen who had just passed the Matriculation examination. As one of the Mathematical Examiners in that examination, I had noticed various defects, especially in the Euclid. Accordingly I gave four hours a week to the lowest class, going through the first book of Euclid with a view to eradicate those defects, and then proceeding to the sixth book. To the first class I gave seven hours—two to the whole class in necessary subjects, and five to the mathematical students in various voluntary subjects. To the intermediate classes I gave one hour each.

The senior scholarship examination at the end of the year afforded means for a comparison between some of the students of the Elphinstone and Poona Colleges. I set two mathematical papers, and the Professor of Mathematics at Poona the other two. In the elementary paper on the Differential Calculus the best men of the two colleges were nearly equal, differing only two marks out of eighty, full marks being a hundred.

To do justice to the variety of subjects comprised under the heads of Mathematics and Natural Philosophy, there should, I think, be two Duxina Fellows under the Professor.

I have the honour to be, Sir,

Your most obedient Servant,

F. J. CANDY, M.A.,

Professor of Mathematics and Natural Philosophy.

From J. G. BÜHLER, Ph. D.,

Professor of Oriental Languages,

To the PRINCIPAL of ELPHINSTONE COLLEGE, Bombay.

May 31st, 1866.

SIR,—I have the honour to submit to you the Report of the work done by me in the Elphinstone College during the period from June 1865 to the 20th of January 1866.

A:—SANSKRIT.

I. There were four Sanskrit classes during the first term:—

(1) The candidates for B. A. March 1866: this class read with me a portion of the *Uttararāmācharitra*, and *Sarvakathāshya*, pp. 1-50; (2) the candidates for F. E. A. December 1865: this class read with me a portion of the *Vikramorvas'ī*, and the third

book of *Manu*; (3) the candidates for F. E. A. December 1866: with this class I read a portion of the *Raghavans'a* and the beginning of the *S'akuntalā*; (4) the fourth class, consisting of the candidates for the matriculation examination December 1865, was taught the rudiments of Grammar by Mr. Raghūnāth Shāstri.

II. During the second term there were likewise four classes:—

(1) the candidates for B. A. March 1866: this class continued to read the *S'arirakabhāṣya*; (2) the candidates for B. A. December 1866: this class read with me the beginning of the *Meghadūta*; (3) the candidates for F. E. A. 1866: this class continued to read the *S'akuntalā*; (4) the candidates for F. E. A. 1867: this class began to read the *Raghavans'a*, Book VI., and to learn the rudiments of Grammar.

III. The Assistant Teachers in Sanskrit.

1. Mr. Vāsudev Gopāl Somān was made a Dakshinā Fellow on the understanding that he was to assist in the Sanskrit department. For an account of his activity I beg to refer to his own Report.

2. Mr. Raghūnāth Shāstri has been teaching from seven to eight hours a week in the first class the *Kriatārjaya*, I., II., and III., and the latter part of the *Uttararāmachāritra*. I regret to state that when he attempted to explain a part of the *S'arirakabhāṣya* he did not succeed in making it intelligible to the students of this class. Mr. Raghūnāth Shāstri read besides *Panchatantra*, Book I., parts of the *Raghavans'a* &c.

IV. General Remarks.

I cannot but express the deepest regret that nearly all the students who entered the College after having passed the matriculation examination in 1865 were entirely ignorant of Sanskrit, and had to learn the first rudiments of the language. I beg to point out that it is in most cases impossible for students who enter the College without any knowledge of Sanskrit to attain that standard of proficiency which is required by the regulations for the F. E. A. and B. A. Examinations.

B.—LATIN.

During the year the candidates for B. A. March 1866 were confided to my care, and I read with them Virgil's *Eclogues*, Ovid's *Fasti* I. and II., Cicero's *de Officiis* I. and II. 1-8.

C.—HISTORY.

During the first term of 1865-66 I taught the candidates for F. E. A. 1865 the history of the Peloponnesian War, and the candidates for the B. A. March 1866 the Constitutional History of Athens and Sparta. During the beginning of the second term I taught the latter class the Constitutional History of Rome.

I have the honour to be, Sir,

Your most obedient Servant,

G. BÜHLER,

Professor of Oriental Languages.

FROM F. KIELHORN, Ph. D.,

TO THE PRINCIPAL OF ELPHINSTONE COLLEGE, BOMBAY.

May 31st, 1866.

SIR,—I have the honour to submit to you a Report on the work done by me in the Elphinstone College from the 27th of February 1866.

I.—SANSKRIT.

On my taking charge of this Department, I found four Sanskrit classes under the instruction of Mr. Raghunāth Shāstri and Mr. Vāsudev Gopāl Somān, Dakshinā Fellow, viz :—

(1) The candidates for B. A. March 1866, (2) the candidates for B. A. December 1866, (3) the candidates for F. E. A. 1866, (4) the candidates for F. E. A. 1867.

To the first class I gave introductory lectures on the Vedānta Philosophy; the second class I instructed in Grammar and Sanskrit Composition; with the third class I read pp. 13-22 (ed. Bōthlingk) of Kālidāsa's *S'akuntalā*; the pupils of the last class I instructed in, and made them write exercises on, Sanskrit Grammar.

Mr. Raghunāth Shāstri read with the second class Kālidāsa's *Meghadūta* and the beginning of the *Mudrārākshasa*, and with the third class part of the *Panchatantra*.

I.—LATIN.

With the candidates for B. A. March 1866 I finished the second book of *Cicero de Officiis*.

I have the honour to be, Sir,

Your most obedient Servant,

F. KIELHORN,

Superintendent of Sanskrit Studies in Poona College,
and Acting Professor of Oriental Languages
in Elphinstone College.

From M. G. RANADE, LL. B.,
Senior Dakshina Fellow.

To K. M. CHATFIELD, Esq.,
Principal, Elphinstone College.

SIR,—I have the honour to make the following Report of my work done during the past year:—

During the first term I had six hours' work with the different classes in History. Of these I had two hours with the unmatriculated class in General History and Geography, two hours with the F. E. A. candidates for 1867 in the History of the Punic Wars; and two more with the higher class, the F. E. A. candidates for 1866, in the History of the French Revolution.

To take the last first, I did not find it necessary this year to read specially for the class any new standard text-books on the French Revolution period, because I had had the same subject to lecture upon with the F. E. A. candidates of the year before last, and had then read, for the sake of the lectures, all the available authorities on the period. As in the last year, I made Alison the text-book of the class, and for collateral knowledge and broader views of the bearings of the subject I read to them relevant portions out of Carlyle, Buckle, De Tocqueville, and Thiers; Smith's Lectures, Burke's Speeches and Pamphlets and Mackintosh's *Defence of the Revolution* were also consulted, for the sake of illustrating the controversies of the period. About the end of the term I had to finish with the period of the Peninsular Wars.

With the other class, to whom I lectured in Roman History, I made Arnold the text-book of the class. I was sorry to find that the majority of the class were content with the manuals. I have ever found it to be true from my experience as teacher and student, that in the long run there is less waste of time and energy, more of permanent profit and present enjoyment, in reading the largest standard authority upon a particular period of history than in reading half a dozen times the smaller manuals, invariably so dry and uninteresting that the mind can lay no hold of them, and useful only for revision purposes. These lectures were continued into the second term. The students had regular weekly exercises in the shape of a map or a biography, or an abstract of a perplexing campaign.

The unmatriculated class of the year, numbering about twelve boys, was an unexceptionally bad class. More than half of the class had survived three failures, and were pronounced incapable. I carried them over the texts of Smith's Manuals of Grecian, Roman, and English History, and they were required also to write weekly exercises and draw maps.

During the second term I had again six hours' work—two in Political Economy with the B. A. candidates and the passed F. E. A. men who took up Political Economy as one of their voluntary subjects; I had two hours more with the passed F. E. A. men in the History of England; I had one hour with the third division, in which the lectures on the Punic Wars were continued; lastly, I had one hour with the passed matriculated students.

The B. A. candidates had read Mill last term with Mr. Bala Mungesh Wagle. I went over the same ground again indirectly by reading corresponding portions out of Senior and McCulloch, in order to correct the prepossessions one is apt to acquire from a too exclusive study of Mill. I read to the class Ramsay's *Discourses on the Distribution of Wealth*, which are exhaustive of the subject of large and small cultivation. I read Malthus' first volume for his theory on population. I read also M. Bastiat's *Harmonies of Economical Science*; the instructive treatment therein of the subject of value left nothing to be desired in the way of fuller information. The two classes were lectured together, but the new men, having ret'd nothing on the subject were not able to gather much from the lectures. When the more advanced class went in for the B. A.

Examination I had these last exclusively with me, and I commenced again with the subject, making Mill's Political Economy the text-book of the class.

I gave this last class lectures in English History. I commenced with Henry the Seventh's reign, making Lingard's History the class text. For Henry the Eighth's reign I read to the students Froude's first and second volumes.

The lectures on the Punic Wars were continued this term. Beginning with the battle of Cannæ, I finished the second Punic War.

The single hour I had with the matriculated class was devoted in explaining to them the corrections I made in their note-books, in which they were required to copy down the Acting Principal's lectures on Greek philosophy. The note-books were sent in to me once a week, and I was instructed to see that all the students worked honestly, and that they were not guilty of gross departures from grammar and sense.

Of my private study during the year under report I have to observe that the first nine months of the year were a period of continued and intense work. The May and October vacations, and the intervening term (during which I attended the Law Class four times a week), were all taken up with my Law studies. When the LL. B. examination was over I was advised to go in for Honours, and in preparing for this latter, so far as the interval of three weeks allowed me, I had to continue the hard work to the end of the Christmas vacation. My success in this last has more than compensated me for all this labour. I append a list of the law-books which were read by me with a view to prepare myself for these examinations. Myself and my friend Mr. Bala Mungesh Wagle being the only candidates, we read for the most part together. This list, therefore, speaks for us both: I append it in no spirit of exultation, but with a view to give an idea to those who take interest in us of the sort of work we had to go through, and to show that the privileges of our position have not been abused, and I trust it will serve its intended purpose, without exposing us to the risk of being misunderstood:—

1. Sandars' Justinian, with Notes (twice).
2. Mackenzie on Roman Law (twice).
3. Maine's Ancient Law (twice).

4. Austin's Province of Jurisprudence defined.
5. Humphreys' Manual of the Institutes.
6. Family Rights.
7. Broom's Commentaries (twice).
8. Smith's Lectures on Contracts (twice).
9. Addison's Contracts (a very minute abstract of the whole book).
10. Addison's Torts (400 pages).
11. Williams' Personal Property (twice).
12. Williams' Real Property (twice).
13. Smith's Manual of Equity Jurisprudence.
14. Williams' Executors and Administrators (500 pages).
15. Smith's Mercantile Law.
16. Chitty's Contracts.
17. Levi's Commercial Law.
18. Blackstone's Commentaries, Stephens' edition, 4 vols.
19. Smith's Cases, vols. I. and II. (twice).
20. White and Tudor's Equity Cases, vols. I. and II. (twice).
21. Broom's Maxims (twice).
22. Story on Agency.
23. Forster's Jurisprudence.
24. Indian Penal Code, Maine's edition (twice).
25. Notes on the Penal Code.
26. Second Commissioners' Report on the Penal Code.
27. Code of Civil Procedure.
28. Macpherson's Civil Procedure.
29. Code of Criminal Procedure.
30. Code of Succession, Act X. of 1865.
31. Sir Thomas Strange's Hindoo Law, 2 vols. (Cases twice).
32. Macnaghten's Hindoo and Mahomedan Law.
33. Sudagopal Charlay's Mahomedan Law.
34. Elements of Hindoo Law, Strange (twice).
35. Goodeve on Evidence (twice).
36. Norton on Evidence.
37. Best on Evidence.
38. Kindersley on Evidence.
39. Manual of Evidence.
40. Vamdera's Evidence Act, with Notes.
41. Wills's Circumstantial Evidence.

42. Sleight's Handy-book on Criminal Law.
43. Morley's Digest, Vol. I., 400 pages.
44. Sir Erskine Perry's Oriental Cases.
45. Morley's Digest, Vol. III.
46. Sir John Peter Grant's Case.
47. Privy Council Reports, 8 vols.
48. Moore's Indian Appeal Cases (Settlement Cases).

These books, so far as I remember at the present moment, were read for the examinations.

After the examinations were over, I obtained leave to attend the Courts twice a week, and to the end of the term I continued to attend the Small Cause Courts on Friday, and the High Court, Appellate Side, on Wednesday.

I attended the last sessions of the High Court, Original Side, for some days.

I have the honour to be,

Sir,

Your most obedient Servant,

(Signed) MAHADEO GOVIND RANADE,
Senior Dakshina Fellow, Elphinstone College.

(True copy)

K. M. CHATFIELD,

15th June 1866.

Principal.

To K. M. CHATFIELD, Esq.,

Principal, Elphinstone College, Bombay.

SIR,—I have the honour to submit my Report of work done at Elphinstone College during the official year 1865-66.

2. During the first term my tutorial work consisted of seven hours a week, distributed as follows:—two hours to the candidates for Matriculation, two hours to candidates for the First Examination in Arts, and three hours to the candidates for the B. A. degree.

3. *Matriculation Candidates*.—I taught this class Grammar and Composition once a week; Arnold's *English Grammar* and Howard's *Notes on the Verb and Article* were the texts. In

teaching Composition I followed the method of former years, and gave incorrect sentences, collected from the exercises of the students themselves, to be corrected, and also a literal paraphrase of a few lines of poetry to be restored to verse. These exercises the students entered into their note-books, and submitted to me for correction at the end of each week. The other hour was devoted to teaching the elements of Algebra up to simple equations.

4. *F. E. A. Candidates.*—I taught this class Algebra up to quadratic equations and Trigonometry up to the solution of plane triangles with the use of the Logarithm tables.

5. *B. A. Candidates.*—I taught Political Economy to such students of this class as took up that for their voluntary subject. At the end of the term I found I had finished the first two books of Mill, and selected portions from Senior. Adam Smith was reserved for the second term. One hour in the week was devoted to examining the written answers of the students to questions on Political Economy collected from various Calendars (University).

6. In the second term it was resolved that I should assist the Professor of English Literature only, and so I was engaged in assisting the students in getting up their English books for the University examinations. I had the same amount of work as before.

7. *F. E. A. Candidates (Junior).*—I taught this class twice a week Milton's *Paradise Lost*, Book II., but could finish 300 lines only. I examined their paraphrases at home, and explained the corrections in class.

8. *F. E. A. Candidates (Senior).*—I taught 11 chapters (XV. to XXV.) of Scott's *Kenilworth*. The previous chapters they had studied with Professor Oxenham.

9. *B. A. Candidates.*—I commenced Bacon's *Essays* with this class, and finished fifteen essays with Archbishop Whately's notes thereon.

10. In addition to this I superintended the Gymnasium once a week, and heard the students, in my turn, recite passages from memory every Saturday throughout the year.

11. I attended the Law class the whole of the first term, and read with Mr. Ranadé the books appended to his report before going in for the LL. B. Examination. The whole of the October vacation was spent in hard study, so also the Christmas

holidays. I took a part in last year's Matriculation Examination, and have been lately attending the High Court and Small Cause Court twice a week, on Wednesday and Friday.

I have the honour to be,

Sir,

Your most obedient Servant,

(Signed) B. M. WAGLE.

(True copy)

K. M. CHATFIELD,

Principal.

Elphinstone College, 14th June 1866.

To K. M. CHATFIELD, Esq.,

Principal, Elphinstone College.

SIR,—I have the honour to submit the following Report of my work and private study in the Elphinstone College from the 13th December 1865, when I first joined the College, to the 16th April 1866.

2. Till the end of December I had six hours' work, two of which were given to the candidates for the B. A. 1866-67, three to the candidates for the F. E. A. 1866-67, and one to the candidates for the F. E. A. 1867-68. But on account of the Christmas holidays I could do but very little till the 2nd of January 1866.

3. From the 2nd of January to the end of the term I had eight hours' work, four of which were given to the B. A. men 1866-67, three to the F. E. A. men 1866-67, and the remaining one hour I had to superintend the students of the last two classes, who exercised in the College-Gymnasium.

3. *Second Class, Candidates for the B. A. 1866-67.*—As there were about three students in this class who intended to make Mathematics their special subject, I was obliged to give them two out of the four hours I had with this class. These two hours I taught them Dynamics from Parkinson's *Elementary Statics and Dynamics* and Goodwin's *Course of Mathematics*. I first explained to them the introductory chapters in these two works and the laws of motion, and then the theory of rectilinear motion *in vacuo* and down inclined planes, and the theory of projectiles. I solved also several examples on the same in class, and now and then set to them exercises to be worked privately. The other two hours I took the

whole class, and devoted one hour to Algebra and the other to Statics. In Algebra I taught them permutations and combinations and a little of the progressions from Goodwin's *Course of Mathematics*, and then worked in class several examples with them from Wood's Algebra. To teach Statics I found was not so easy a task as to teach Algebra, particularly because the students were not at all acquainted with the nature of that subject. The introductory chapter they read and understood very easily, but when they came to the mathematical proof of the principle of the parallelogram of forces they appeared to be somewhat confounded, and so to give them a clear notion of it I was obliged carefully to go over the same several times. At this rate we finished only the theory of composition and resolution of forces, and worked some exercises on the same in class.

4. *Third Class, Candidates for the F. E. A.* 1866-67.—Of the three hours I had with this class, I gave one hour to the few students who wished to take up Analytical Geometry as a voluntary subject in their F. E. A. The subject was altogether new to them, and consequently much time was spent in clearly explaining to them the difference between analytical and algebraical equations, and the nature of the equations to the straight line and other conic sections. I, however, before the close of the term, went through almost all the important problems about the straight line by rectangular co-ordinates. The remaining two hours I employed with the whole class in teaching logarithms and the quadratic equations, and I think I made them at least as much acquainted with these subjects as candidates for the F. E. A. ought to be. I also solved with them numerous examples in class, in which some of them exhibited considerable expertness and skill.

5. *Private Study.*—As I had to compete for the Bhugwandass Pursnotumdass Sanskrit Scholarship in the month of March, my attention was chiefly directed to works directly or indirectly connected with the Sanskrit language, literature, and Grammar. I read the following books :—

Sanskrit Dramas.

Uttararamacharitra, by Bhavabhuti.

Malatimadhava, do.

Malvikagnimitra, by Kalidas.

Mudrarakshasa, by Vishakhadatta.

Ratnavali, by Sriharsha.

Probodh Chundadry.

Sanskrit Prose.

Dandin's Dashakumaracharitra, about 40 pages.

Poetry.

Kirata, about four cantos.

Magha, do. two "do."

Grammar.

Benfey's Small Grammar.

Wilson's Grammar.

I also revised the first two Adhyayas of Panini and the portions of Sidhanta Kaumudi which I had studied before.

General Sanskrit Literature.

Max Müller's Ancient Sanskrit Literature.

Adelung on Sanskrit Literature.

Wilson's Hindu Theatre (select portions).

Colebrooke's Essays on Hindu Philosophy and the *Vedas*.

From the beginning of January I also began to attend the Law class on Mondays and Thursdays from five to six in the evening.

I have the honour to be, &c.,

(Signed) G. RAMCHUNDRA BHAGWAT,

Senior Dakshina Fellow, Elphinstone College.

Bombay, 16th June 1866.

(True copy)

K. M. CHATFIELD,

Principal.

To K. M. CHATFIELD, Esq.,

Principal, Elphinstone College.

SIR,—I have the honour to forward to you the following Report of the subjects which I taught in the Elphinstone College during the past year.

1. In the first term of 1865-66, beginning in June, while yet the non-matriculated class was not abolished from this College, I taught the students of that class five hours every week, of which two were devoted to Arithmetic, which I taught them from Colenso's Arithmetic as far as the matriculation standard required; two were devoted to Euclid, which they learnt as far as the fourth book; and one was devoted to Gujarati Grammar, and translation from Johnson's *Rasselas* into Gujarati.

2. I also taught in this term the candidates for the First Examination in Arts in 1866-67 four hours every week. Of these, two were devoted to Euclid, which they learned from the beginning in the following order:—the definitions and propositions of the first four books, the definitions of the fifth, and the definitions and propositions of the sixth. The remaining two hours were devoted to Arithmetic, which they nearly finished. I superintended, moreover, the students of this division once a week while they exercised in the College Gymnasium, besides teaching nine hours and superintending in the Gymnasium one hour every week, as said above. I attended four times in a week the lectures of the Mathematical Professor, who taught the subjects required in the examination for the degree of M.A., for which I was a candidate.

3. After the M.A. Examination, which took place in the beginning of the second term, I was obliged to go to Poona for a fortnight on account of ill health; on my return I found that an additional Fellow was brought to this College for teaching Mathematics; hence I was required to teach only six hours every week, besides superintending one hour in the Gymnasium. Of these, I devoted two to the candidates for the degree of B. A. in 1866-67, in teaching Statics from Goodwin's *Course of Mathematics*, and the remaining four to the candidates for the F. E. A. in 1866-67, in teaching deductions in Euclid and Logarithms with their application. But this arrangement did not last long, for, the Dakshina Fellow who taught Latin having resigned, I was asked by the Acting Principal to teach Latin. I therefore taught Latin Composition three hours a week from Grotendorf's *Materials for Translation* to the candidates for the degree of B.A. in 1866-67; to the candidates for the F. E. in 1866-67 I taught the first book of Virgil's *Aeneid* twice a week, and Latin composition once, from Arnold's *Latin Prose Composition*, Part I., and lastly, to the students who passed the Matriculation

Examination in November 1865, I taught once a week Latin Grammar and the Second Book of Cæsar's *Commentaries* twice, thus making up in all nine hours, for which time I was required to teach every week during the latter part of the second term of 1865-66. From last January I began to attend the Senior Law Class four times in a week, the subjects taught there being the Indian Penal Code, Addison on Contracts, Equity, Jurisprudence, and Goodeve on Evidence.

I beg to remain, &c.,

(Signed) JAMSHEDJI JIVANJI GAZDAR,
Junior Dakshina Fellow.

Bombay, 14th June 1866.

(True copy)

K. M. CHATFIELD,
Principal.

2. REPORT OF THE POONA COLLEGE FOR 1865-66.

No. 3 OF 1866-67.

To Sir A. GRANT, Bart.,

Director of Public Instruction, Mahableshwur.

SIR,—I have the honour to lay before you my Report and those of the Professors and Fellows of the Poona College for the year ending 30th April 1866.

2. The principal event of the year in connection with the Poona College has been the retirement of Dr. Martin Haug, after seven years of laborious and distinguished service, from his office of Superintendent of Sanscrit Studies. The chief results of Dr. Haug's labours are visible in the increasing interest in Sanscrit studies which is apparent in every class in the College, and which I hope will always remain a characteristic of the future Deccan College. Dr. Haug was highly successful in winning the affection and confidence of his Brahminical pupils, and when he left a Sanscrit address was presented to him by some of the senior students, in which their gratitude and affection were feelingly expressed. I have no Report from Dr. Haug of his work in the College during

the past year, nor did he favour me before leaving with any recommendations which his long experience might have suggested. Some account of his work was given by him in a lengthy memorandum which appeared in a Bombay daily paper, from which his successor may doubtless be able to extract something that will be useful to him. Since Dr. Haug's departure his duties have been most ably and zealously discharged by Dr. Bühler.

3. The vacancy occasioned by the absence of Mr. Oxenham, the Professor of English Literature, was filled up shortly before the close of the last official year by the appointment (by your predecessor) of Mr. Spencer Bellairs, B.A., of Pembroke College, Oxford (who had recently been appointed in England to the Head Mastership of the Sirdars' School at Belgaum), to act for him. Mr. Bellairs continued to hold the Professorship of English Literature in the Poona College till December 1865, when he left for Belgaum. During his tenure of office in the Poona College he was principally employed in preparing the second class, for the First Examination in Arts, in English Literature and Modern History. The proportion of candidates who passed from this class was above the average, and the result was in a great measure due to the diligence with which Mr. Bellairs had prepared them in those two subjects. From December till the close of the official year the College was, very unfortunately, without a Professor of English Literature, at a time when one was most needed. The number of admissions was unusually large, and the recent alteration by the University of its time for holding the B. A. Examination had compelled me to divide the first class, which consists exclusively of candidates preparing for the degree of B. A., into two divisions. The work of the English Professor was divided as far as possible among the Principal, the Professor of Sanscrit, and the Senior Dakshina Fellow. Mr. Shunker Pandurang Pundit, B. A.; the services of the latter gentlemen were most useful and opportune, as he is a good English and Latin scholar, and an intelligent and successful teacher.

4. Professor Keru Lakshmon Chutrey has continued to discharge the duties of Professor of Mathematics to my thorough satisfaction. He possesses a great power of lucid exposition, and great patience, two qualities of the highest importance to a Professor of Mathematics.

5. My lectures during the past year have been of a more miscellaneous character than I could wish, owing to the absence of the

Professor of English Literature. With the senior class I read all the English books for the B. A. Examination, which I was enabled the more easily to do as during part of the year you kindly relieved me of my lecture on Logic.

6. I had a short lecture on some parts of Political Economy with the same class. Since Christmas I have had also to lecture the second division of the first class comprising the B. A. candidates for 1866) on Wordsworth's *Prelude*, a difficult book, but one which, as far as I can judge, the best men in the class seem really to enjoy, and Butler's *Analogy*. I have also had the second class in Logic and Johnson's *Life of Addison*, and read part of the *Life of Dryden* with the third class. There is an elementary Latin class, consisting of two Parsees, a Jew, and a Canarese Hindu, which has done some exercises and read through Arnold's *First Latin Book* with me. Next term they are to read with me the first book of Cæsar.

7. The number of candidates who presented themselves from Poona College at the First Examination in Arts, held in December 1865, was twenty, of whom twelve passed. At the examination for the degree of B. A. five candidates presented themselves, of whom three passed. One of the two who did not pass was prevented by sickness from attending the examination after the third day, and the other, as I have since learned, failed in one subject, viz. in the required Marathi books. The results of these examinations have thus been in general satisfactory; but it must not be unnoticed that several of our candidates who went up this year ought to have passed in the previous year. The absence of the Professor of English Literature, and the frequent changes in the College staff during the last two years, have had an unfavourable influence on the studies of the College. I am, however, honestly able to state that there is a great deal of real diligence in all the classes, though it may not always be turned to the best account.

8. I have mentioned that there is a Latin class in the College, consisting only of four members. In Poona Sanscrit will always, and most justly, be the favorite classical language, and Latin be studied, as now, by those who know nothing of Sanscrit—Parsees, Jews, non-Brahminical Hindoos,—or who have no particular interest in it. Our Latin candidates come to us without any preparation, and I cannot but fear that unless they apply themselves with very

exceptional vigour to the study of Latin during the two years which intervene between Matriculation and the First Examination in Arts the chance of their passing the latter examination will be very small. I trust that before long such High Schools as Poona and Belgaum will send us up men who are at least fairly grounded in the elements of Latin. Till this is done some of us will be compelled to devote a great deal of time that might be more usefully employed to these few Latin candidates, whose very backwardness and ignorance are a constant appeal to the charity of their teachers.

9. The Library has received some useful additions during the past year, and there is certainly much more private reading among the students. During the last year I have occasionally given the senior class a fortnight or three weeks to prepare an essay on some subject, directing them at the same time what books to consult. One of these essays was on the "Modes of Sepulture practised by different nations," and many of the essays sent in showed traces of considerable reading, and were well written.

10. There have been no University prizes gained by any members of the College during the past year, but Mr. Govind Ramchundra Bhagwut, M. A., an old pupil of Dr. Haug's, gained the Bhugwundass Sanskrit Scholarship.

11. At the beginning of the present year the fee for attendance at the College was raised from two to five rupees. The effect of this has not been to check admissions, which have been more numerous this year than last. There were 29 admissions in January 1866, of whom 22 are now paying students, and 7 free students or scholars. The monthly amount of the fees received is now 120 rupees.

12. I have much pleasure in bearing my testimony to the zeal and efficiency with which the various Professors and Fellows have discharged their duties during the past year.

I have the honour to be,

Sir,

Your most obedient Servant,

W. WORDSWORTH,
Principal of the Poona College.

Poona College, 19th May 1866.

To the PRINCIPAL of the POONA COLLEGE.

SIR,—I have the honour to submit to you the Report on the work done by me in the Poona College during the latter part of the 2nd term of 1866, from January 21st.

I. The Sanscrit department consisted of four classes :—

(1) The class reading for the B. A. Examination March 1866, attended by one student, was instructed by myself two hours a week in Grammar, Sanscrit Composition, and *Vadānta* (repetition of the first 40 pages of the *Sārīrakābhāṣya*), by Mr. Ananta Shāstri three hours a week in *Vadānta* (page 70-100 *Sārīrakābhāṣya*).

(2) The class reading for the B. A. Examination in December 1866, attended by four students, was taught Grammar and Writing by myself one hour a week, and read with Mr. Chintaman Shāstri Kalidāsa's *Meghadūta*, and *Mudrarakṣasa* Acts I. and II.

(3) The class reading for the First Examination in Arts 1866, attended by thirteen students, read with me *S'akuntala*, Act I., and Benfey's Sanscrit Grammar, and wrote weekly Sanscrit exercises three hours a week, and studied with Mr. Chintaman Shāstri *Raghuvansā*, Sarga V., and the beginning of *Panchatantra* I., two hours a week.

(4) The class reading for the First Examination in Arts 1867, attended by twenty-eight students, was taught the rudiments of Grammar and read *Raghuvansā*, Sarga VI., with myself, four hours a week, and one hour a week with Mr. Ananta Shāstri.

(5) The two lower classes had to take notes during the lessons, to make written translations of the Sanscrit authors, and to submit fair copies of the same for inspection on every Saturday.

(6) *The Shāstris*.—Both the Shāstris discharged their duties satisfactorily, and I beg particularly to notice the efficient manner in which Mr. Ananta Shāstri taught the *Sārīrakābhāṣya* in the first class. For the future it will be highly desirable that a Dakṣiṇa Fellow should take part in the instruction of the lowest class, as it is important that there Sanscrit should be taught through the medium of English. Poona students have less opportunity of learning English than those in Bombay, and hence they find it more difficult to translate Sanscrit into English correctly, or even intelligibly, if they have not been accustomed to it from the beginning. But I do not think that thereby either of the Shāstris would become

superfluous. The Poona College, being attended nearly exclusively by Brahmins, requires a greater amount of teaching power in this branch than any other institution.

(7). *The Library*.—I am sorry to report that the Sanscrit department of the College Library is in a bad condition. Most of the books are unbound or have lost their covers, and it will require a considerable outlay to get it into order. Besides, the collection of books is very imperfect. For instance, it contains only two Sanscrit-English Dictionaries, one of which is incomplete, and no English-Sanscrit Dictionary. An early attention to these deficiencies is highly desirable.

II. *English and History*.—From January 21st to March 27th I taught English Composition in the third and fourth classes, and the History of the Punic Wars in the third class.

I have the honour to be,

• Sir,

Your most obedient Servant,

G. BÜHLER,

Acting Superintendent of Sanscrit Studies.

19th May 1866.

To W. WORDSWORTH, Esq., B. A.,
Principal, Poona College.

Sir,—I have the honour to submit the following account of the work done by me during the past year.

2. Being attached to this College from December 1865, I joined it on the 12th day of that month; my Report accordingly will refer to the last or second term only of the year 1865-66.

3. A short time after I removed here, Mr. Bellairs left his chair of English Literature to join his appointment of the Head Mastership of the Belgaum Sirdars' High School. Consequent upon his departure, an arrangement was made by the Principal in which some of Professor Bellairs' lectures were allotted to me in addition to my own work as Senior Dakshina Fellow (an additional allowance of Rs. 100 per mensem being granted to me for my additional work). So I had to give altogether twelve lectures a week, and assist the Principal besides in weekly examinations on Fridays and in hearing recitations on Saturdays.

4. Of the twelve lectures, four in every week were given to each of the three classes into which the college was divided. They were all in English books. I read Bacon's *Essays* with the Candidates for B. A. December 1866, Gray's *Poems* with Candidates for F.E.A. 1866, and Scott's *Lady of the Lake* with the new men, that is, the Candidates for F. E. A. 1867.

5. The amount of the work done is the following:—The first twenty essays with the first division, nearly the whole of Gray's *Poems* with the second, and the first two Cantos of *The Lady of the Lake* with the third.

6. The manner I followed in teaching was the one usually adopted at the Elphinstone College. Every passage read in class was required to be paraphrased by the student who read it. The paraphrase was produced the next lecture day, when it was read by the paraphraser slowly and distinctly, so as to provoke corrections from the rest of the class. My own part consisted in aiding the corrections, giving explanations, paraphrased, grammatical, etymological, and metrical, in explaining the allusions and references, both historical and classical, and in giving, as far as I could give, general remarks upon—1st, the particular text read and the author in general, and, 2ndly, upon the composition of the students. This method was followed in all the classes, and whatever was read was first explained in every way, and then paraphrased and corrected; so that every student had not only to write for himself when his turn came round, but also to note the faults and defects of his class-fellows, and exercise a sort of censorship upon the rest of the class.

7. Besides this, I gave a few general lessons illustrated with exercises upon English Versification to the third division a few days after they were entered.

8. The arrangement and subject of my lectures underwent some change towards the close of the term, when the students were engaged in preparing themselves for the College examinations for the senior and junior scholarships. My work during that interval with the third division consisted in reading with them *The Wanderer* (the first few lines excepted, which they had read with Mr. Ganpat Amritrao) and solving their difficulties in *Rasselas*. Simultaneously with this I took the Latin class thrice a week, and latterly four times a week, reading with them Young's *Delectus* for

the junior scholarships, and as an introduction to the study of that language.

9. At the close of the term I took up the English papers on *The Wanderer* and on *Rasselas*, and examined the candidates for junior scholarships. As to the general result of the examinations, I beg permission to state that both the second and the third classes, who all competed at the examination, and who formed nearly the whole of the College, clearly showed that few or none of them had as yet acquired the art of getting up in a scholarlike way the matter and style of a book for an examination if they were not completely guided by the College Professors or Tutors.

10. My private hours were divided between my duties as Revisor to the Dakshina Prize Committee and my private reading. The time I could spare for the latter was not much during the last term, since it was considerably occupied by the former, combined with my college teaching. But here I hope I may be allowed to give an account of my reading during the *whole* of the past year.

11. During the first term, or between June and November, I read for the M. A. Examination. The subjects I chose were the English and Latin languages. For the former I read the following books:—

Studied.	{	Boswell's Life of Johnson.
	{	Chaucer's Canterbury Tales.
	{	Sir T. Browne's Religio Medici.
	{	Shakespeare's Winter's Tale.
	{	Do. Midsummer Night's Dream.
Read.	{	Do. Troilus and Cressida.
	{	The greater number of Shakespeare's Plays.
	{	Professor Gervinus on Shakespeare (<i>translated into English</i>).
	{	Clarke's Characters of Shakespeare.
	{	Prof. Craik's English of Shakespeare.
	{	Shakespeare and His Times, by M. Guizot.
	{	Commentaries on Shakespeare by different editors and commentators.
	{	Sir F. Browne's Garden of Cyrus.
	{	Do. Vulgar Errors (<i>here and there</i>).
	{	Spalding's English Literature (<i>twice</i>).
	{	Chambers' English Literature (<i>in parts</i>).
	{	Reviews and Criticisms.

The following in Latin :—

Studied.	{	Virgil, Georgics, Lib. III. and IV.
		Horace, Satires.
		Cicero, Letters to Atticus, XIV. to XVI.
		Tacitus, Histories.
		Latin Grammar.
Read.	{	Tacitus, Annales, I. to V.
		Ovid, Metamorphoses (<i>in parts</i>).
		Middleton's Life of Cicero (that portion especially which refers to his letters mentioned above).
		Virgil, Æneid.
		Notes and Criticisms.
		Wrote Latin exercises and essays for Dr. Bühler.

The following in and upon Sanskrit :—

Nalópakhyaṇa.
 Kirātārjuniya, I. to III.
 Méghadūta.
 Shakuntalā.
 Uttarāmacharitra.
 Raghuvansha, I. to XVIII.
 Vicramérvaṣi.
 Prasthānbhēda.
 Rāmāyana (13 chapters from the Bāla-kanda).
 Portion of Rigveda Ashtaka I., Adhyaya I., with Dr. Bühler, and of Adhyaya II. in private.
 Grammar, Benfey, Wilson, and Monier Williams.
 Wilson's Hindu Theatre (*in parts*).
 Max Müller's History of Sanskrit.
 Vedic Literature (*whole*).
 Colebrooke's Systems of Hindu Philosophy.
 Wilson's Works (*in parts*).

The Sanskrit books and books upon Sanskrit literature were read during the past term.

I have the honour to be,

Sir,

Your most obedient Servant,

SHANKAR PANDIT, *

Senior Dakshina Fellow.

Poona, 5th May 1866.

To W. WORDSWORTH, Esq.,

Principal, Poona College.

SIR,—I beg to submit my Report for the official year ending with the 30th April 1866.

I joined Poona College on the 10th of April 1865, *i. e.*, about a week before the vacation. As the scholarship examinations were still going on, I could do little more during this week than make myself acquainted with the general proficiency of the different classes, to enable me to arrange my lectures for the ensuing term.

During the first term of this year the first class consisted of 8 students—

1	preparing for M. A. Examination.
5	ditto B. A. „
2	ditto F. E. A. „

These two last were subsequently transferred to the second class.

The second class consisted of 20 students, all preparing for F. E. A. Examination.

The third class consisted of 20 students, who had all been admitted into the College in January 1865.

During this first term I had to give on an average about 13 lectures per week, *viz.*, 6 to the students of the first class, 5 to those of the second, and 2 to the men in the third class. The third class also received lectures in Mathematics thrice a week from Mr. Bulwant Sitaram, a Dakshina Fellow attached to our College.

During this term the first class, first division, received lectures from me in Dynamics, Optics, and Astronomy, the second division in Statics, Analytical Geometry, and Conic Sections. As these lectures were, however, not sufficient for Mr. Govind Ramchundra, who was preparing for the approaching M. A. Examination, I stayed at home during the November vacation, and read with him for his benefit. I may add that Mr. Govind Ramchundra Bhugwut successfully passed his examination, and obtained his degree.

The second class received lectures from me in Analytical Geometry and Trigonometry. The third class was alternately either examined or received lectures in Geometry or Elementary Trigonometry.

Saturday was set apart for paper exercises, and every class in turn had a paper from each of the Professors. In addition I had

also the 1st class, 1st division, with me for an hour, and we read together something either from Astronomy or Optics.

During the second term our classes underwent a thorough change, and newly matriculated students were admitted into the College. Altogether the College during this term consisted of—

12 students in the 1st class, all preparing for B.A. examination.

26 students in the 2nd class, all preparing for F. E. A. do.

33 students in the 3rd class, all new admissions, January 1866.

On an average I gave generally 14 lectures a week during this term, viz., 5 to the 1st class, 5 to the 2nd, and 4 to the 3rd class.

At the beginning I had to pay more attention to the men preparing for the ensuing B. A. examination, and I gave them lectures variously in Statics, Dynamics, Hydrostatics, and Optics. The second division received but few lectures from me in Statics and Conic Sections during this term.

The 2nd class received lectures in Trigonometry and Analytical Geometry as usual.

The 3rd class, being a class of newly admitted students, were exercised in Euclid, VI. and XI. books, and also in Algebra, quadratic equations. In this, with the permission of the Principal, I was much assisted by Mr. Bulwunt Sitaram.

I cannot conclude this Report without stating that I generally found our classes attentive, and a number in each class very intelligent and studious. Some of these gentlemen even came to me at home after college hours to ask about their difficulties, and I need not say, I assisted them to the best of my ability in making the subject clear to their comprehension.

In conclusion I may be allowed to add that our work as well as that of your students, may be best estimated by the result of the University Examinations. During the year 1865-66—

I student has earned his M. A. degree,

3 do. their B. A. degrees, and

12 have passed their First Examination in Arts.

At the late examinations held in our College for junior and senior scholarships I am sorry to say I was not much pleased with the exercises of some of the junior candidates. Many from the 3rd class, and even some from the 2nd class, showed that they had

spent their time in vain. Their attendance is anything but creditable either to themselves or to the College.

I have the honour to be,

Sir,

Your most obedient Servant,

KERU L. CHUTRAY,

Professor of Mathematics and Natural Philosophy,

Poona, 1st May 1866.

Poona College.

To W. WORDSWORTH, Esq.,

Principal, Poona College.

SIR,—I beg to submit a Report of my work as a Junior Duxina Fellow during the academical year ending 16th April 1866.

In the first term of the year my tutorial work consisted in lecturing the third class three hours a week on the reign of Elizabeth, which is one of the prescribed periods of history for the First Examination in Arts in 1866. The Student's Hume was the text-book but for the elucidation of important facts and principles slightly touched on in that abridged edition of Hume's History I occasionally read in the class extracts from Hallam's Constitutional History, Macaulay's History and Historical Essays, and Froude's History. Occasionally I gave the students essays to write on historical subjects connected with the period, corrected their exercises at home, and commented on them in the class. My connection with this class ceased soon after the commencement of the second term.

In the second term I had to instruct the new third class, formed of those that had lately joined the college, in History and English Composition, four and afterwards five hours a week. The class was lectured for a month on the Tudor period; but afterwards English History was changed for Grecian History. Smith's History of Greece was the text-book, but Grote was our principal guide. As regards English Composition, the students wrote essays on some moral or historical subjects. I corrected the essays at home, and explained the corrections in the class. As all the students of this class intended to present themselves at the Junior Scholarship Examination, I read with them in March last, a portion of *The Wanderer*, which was set down for the examination.

As a student and candidate for the degree of B. A. I attended the Principal's lectures on *The Excursion*, Hooker's *Ecclesiastical Polity*, Book I., Smith's *Theory of Moral Sentiments*, Butler's *Analogy* and Political Economy, Sir Alexander Grant's lectures on Logic and the *Novum Organum*, and Professor Bellairs' lectures on *Cymbeline*. As History, Logic and Moral Philosophy, and Political Economy formed my selected subjects at the B. A. Examination, I attended Professor Kera Punt's lectures on necessary Mathematics only.

My private studies directly or indirectly bore on the B. A. Examination. In addition to the books set down for the examination, I read Hallam's *Constitutional History*, 3 volumes; Macaulay's *History*, 1st volume, and portions from the remaining volumes and *Historical Essays*; Froude's *History*, 1st volume; Elphinstone's *History of India*; Grant Duff's *History of the Mahrattas*, 2 volumes; Sir Alexander Grant's *Essay on Stoicism*; Mill's *Essays on Coleridge, Bentham, and Comte's Philosophy*; Professor Gervinus' lecture on *Cymbeline*; the chapters on value and rent in Ricardo's *Elements of Political Economy*; and the chapter on the Scotch Philosophers in Buckle's *History of Civilization*, Vol. II.

I beg to remain,

Sir,

Your most obedient Pupil,

GUNPUTROW AMROOTROW MANKER,

Junior Duxina Fellow.

Poona College, 25th April 1866.

To W. WORDSWORTH, Esq.,

Principal, Poona College.

SIR,—I beg to submit a Report on the state of the Poona College Library during the year 1865-66.

There are 916 volumes in the Library, of which 102 are books of Reference, Geography, and Travels, 106 on Moral, Mental, and Political Science, 238 on History, 147 on General Literature, 131 on Poetry, 40 on Natural Science, and 172 on Mathematics and miscellaneous subjects.

In the course of the year 33 volumes were added to the Library, 6 on Mental, Moral, and Political Science, 8 on Poetry, 11 on History, 5 on General Literature, and 3 miscellaneous works.

At present 102 volumes are with the Professors and Students.

I beg to remain,

Sir,

Your most obedient Servant,

GUNPUTROW AMROOTROW MANKER,

In charge of the College Library.

Poona, 25th April 1866.

3. REPORT OF THE GRANT MEDICAL COLLEGE
FOR 1865-66.,

No. 25 of 1866-67.

To Sir A. GRANT, Bart.,

Director of Public Instruction.

SIR,—I have the honour to forward the Report of the Grant Medical College for the year 1865-66.

I have the honour to be,

Sir,

Your most obedient Servant,

W. G. HUNTER,

Principal, Grant Medical College.

Bombay, Grant Medical College, 29th June 1866.

REPORT OF THE GRANT MEDICAL COLLEGE
FOR THE YEAR 1865.

1. *Duration of the Session.*—The session of the College was opened, agreeably to the Regulations of the University of Bombay, on the 2nd January, and terminated on the 23rd December, 1865.

2. *Number of Students.*—During the present session the following classes have received instruction in the College:—

1. A College Class of 20 Students.
2. A Class of 29 Student Apprentices.
3. A Vernacular Class of 25 Students, thus making a total of 74 pupils who have been under instruction.

3. *University Examination for Degree of Licentiate of Medicine in March 1865.*—In the month of March last five students went up for the final examination for the Degree of Licentiate of Medicine in the University of Bombay, and all of them successfully passed, viz., in the first division J. A. Howell, and Rustomjee Jamsetjee Nadershah, and in the second division P. J. L. D'Souza, Sheik Sultan Hakim, and Shamrao Jagonath Kothari. Of the rewards available for Graduates of the year, the following were awarded:—to J. A. Howell the McLennan Scholarship of Rupees 25 monthly, tenable for one year, with a silver Prize Medal, for proficiency in the Principles and Practice of Midwifery, and to Rustomjee Jamsetjee Nadershah the Sir Jamsetjee Jejeebhoy Medical Prize of Rupees 250, for proficiency in Practical Medicine and Surgery.

4. *Examination for Licentiate of Medicine in December 1865.*—In consequence of the change in the time of the examinations in the University of Bombay, instead of the month of March, the usual time, this year the second examination for the degree of Licentiate of Medicine was held in the month of December. Only one student was qualified to present himself at the examination, viz., P. M. Baptista; he passed in the first class, and the Sir Jamsetjee Jejeebhoy Prize of Rupees 250 for proficiency in Practical Medicine and Surgery, and the Sir Jamsetjee Jejeebhoy Gold Medal for proficiency in Practical Medical Jurisprudence, have been awarded to him.

5. *Examination for the Diploma of the College.*—Four students who had completed their studies, but from the period at which they entered the College were not qualified to present themselves for examination for the University degree, were examined by the University Examiners, acting in the capacity of Government Examiners for this purpose, in the same manner as the candidates for the degree, and, all having passed, with the permission of Government, they will receive the diploma of the College. One of these, Pandurang Gopal Mantri, obtained marks equal to a first class, and to

him has been awarded the McLennan scholarship of 25 Rupees monthly, tenable for one year, with a Silver Prize Medal, for proficiency in the Principles and Practice of Midwifery. The following are the successful candidates as reported by the Examiners:—

Pandurang Gopal Mantri.
Balkrishna Sudamjee Mayakar.
Narayan Amanta Dandekar.
Cawasjee Pestonjee Blarucha.

6. *First Examination for the Degree of Licentiate of Medicine*—Five students of the English Class presented themselves for the first certificate examination for the degree of Licentiate of Medicine in the University of Bombay. Of these students four passed, three in the first division and one in the second division; the unsuccessful candidate was one who failed also last year, and consequently his attendance in the College will cease.

7. *Final Examination of the Student Apprentices*.—Ten Student Apprentices, who had completed their curriculum of study, came up for the final examination. Of these the following Student Apprentices, being nine in number, were found qualified for promotion to the grade of Assistant Apothecary, viz.:—

E. Mackenzie.	W. Cunningham.
J. Gallagher.	S. Rebeiro.
C. Rozario.	J. McIntyre.
D. Coutinho.	J. Robinson.

L. De Souza.

8. *Final Examination of the Students of the Vernacular Class*.—Six students of the Vernacular Class were examined, and the three following found qualified, viz.:—

Ramkrishna Narayen Tandlé.
Rajaram Balkrishna Marathi.
Ganesh Gopal Navri.

9. *The changes in the Staff of the College*.—The changes which have occurred during the past year have been most extensive. Dr. Peet resigned his appointment as Principal and Professor of Medicine on the 1st January 1865, and was succeeded as Principal by Dr. Giraud. But Dr. Giraud's health, already much impaired, was so seriously affected by the hot weather and the rains that he was under the necessity of seeking a change to Europe, and on leaving

Bombay in October last he resigned his appointments as Principal and Professor of Chemistry and Botany.

Drs. Peet and Giraud were Dr. Morehead's only colleagues on the establishment of the College in 1845, and for twenty years, with little interruption, they have laboured with undiminished zeal and signal success as teachers in this College. To their lot fell the laborious work of organizing their several departments, both in the College and in the adjoining Hospital, leaving to their successors the more easy task of following a route already traced. That this work was judiciously designed and well accomplished is proved by the fact that no changes in principle, and but few in detail, have been since found to be necessary. The steady energy, the directness of purpose, and the calm judgment of Dr. Peet inspired respect and lightened difficulties; to his operative skill the Jamsetjee Hospital owes the foundation of its fame as a school of Surgery, and the admirable text-book on Medicine which he has left behind will keep his name in lasting remembrance among all present and succeeding students in this College. His minor contributions to the medical sciences, mostly published from time to time in the Transactions of the Medical and Physical Society, the result of much and careful observation, are of well-known value for their accuracy and originality.

Dr. Giraud has laboured in a different field. His delight has been to further the knowledge, the appreciation, and the love of nature, both in the mineral and the vegetable kingdoms, as far as this was connected with the study of our common profession.

His vivid perception of the beauty and harmony of natural laws lent an additional charm to a graceful and ready delivery, by giving a heartiness to his teaching, which could not but render it impressive and well remembered.

His services to the botanical sciences in reference to the Botany of Western India have already been acknowledged by the Horticultural Society, and the Transactions of our Medical and Physical Society have been enriched by frequent contributions from his pen. His kindness of heart and manner drew all towards him, and rendered it easy and pleasant to work, whether under him as subordinate or with him as a colleague.

A warm and sustained friendship of seventeen years, no less than

a calm appreciation of the value of the services of the two late Principals of the College, might easily lead me to enlarge upon the loss we have sustained by their departure. But it would be out of place to extend these remarks further. I will only mention that the students of the College addressed both Dr. Peet and Dr. Craud on their departures with expressions of the highest esteem and good will, and subscribed a sum of money for the execution of a bust of Dr. Peet, which might be placed in the College as a worthy fellow to that of Dr. Morehead.

The chair of Surgery, vacated by the resignation of Dr. Ballingall, has been filled by the appointment of Mr. J. T. Mackenzie, late Professor of Anatomy and Curator of the Museum, and he has been succeeded in these duties by Mr. A. N. Hojel. Mr. F. S. Stedman been appointed to the chair of Medicine vacant by Dr. Peet's resignation, and Dr. C. Joynt has succeeded Dr. Hyslop as Professor of Midwifery, and the duties of Professor of Chemistry have devolved upon myself.

In January last Dr. Birdwood resigned the office of *Materia Medica*, in which he had been temporarily acting. As there was a difficulty in filling the office immediately, I resumed the duties till the vacation in April, and in June I reverted to the chair of Medical Jurisprudence on the appointment of Mr. Dymock to that of *Materia Medica*.

Dr. G. C. M. Birdwood kindly volunteered to deliver the course of lectures on Botany, a subject to which he has devoted much time and labour, and I trust he may have further opportunities of teaching a subject in which his instruction is so valuable.

On the resignation of Mr. Narayan Daji, Mr. Sub-Assistant Surgeon Ananta Chundroba was appointed Teacher in Chemistry and *Materia Medica* to the Vernacular Class, an office which for three months he filled most efficiently, but unfortunately his health gave way so much that he was obliged to resign it. He has been succeeded by Sub-Assistant Surgeon Shantaram Vitthul.

Course of Instruction.—The course of instruction during the session has not undergone any change. Appended is a report of the several classes which my colleagues have favoured me with,

REPORT OF THE PROFESSOR OF ANATOMY AND PHYSIOLOGY.

I received charge of the duties of Professor of Anatomy and Physiology, and Curator of the Museum, from Assistant Surgeon Mackenzie, on the 27th February. During the year eighty lectures on Anatomy and fifty-five on Physiology were delivered. Examinations on each subject were held once every week. In the dissecting-room the different parts of the human body were demonstrated to the students and student apprentices. I have every reason to be satisfied with the progress made by the class in my two special subjects.

Many valuable specimens have been added to the Museum during the year, but, owing to want of space, some of them remain unexposed.

REPORT OF THE PROFESSOR OF MATERIA MEDICA.

I received charge of the class on the 15th of June from Dr. Haines. Five students and ten student apprentices were attending. Twenty-one lectures had been given. The course was completed by me in forty-eight lectures, making a total of sixty-nine, or three short of the usual number. This deficiency was owing to my attendance being required at the High Court during the sessions.

The conduct of the class was good.

REPORT OF THE PROFESSOR OF MEDICINE.

I assumed charge of the class of Medicine from the commencement of the year 1865, and have nothing to notice.

The lectures delivered by me were much of the same style as those of my predecessor, Dr. Peet.

I found the class orderly and attentive.

REPORT OF THE PROFESSOR OF SURGERY.

The course of Surgery during the past session consisted of 101 lectures and 25 examinations, and was conducted after the plan adopted in former years. In the course of Clinical Surgery great attention was paid to the application of bandages, splints, &c., to wounds, fractures, and other injuries, which the very ample field of the Hospital afforded for practical instruction.

REPORT OF THE PROFESSOR OF MIDWIFERY AND DISEASES OF WOMEN AND CHILDREN.

During the session, which ended on the 23rd December 1865, 71 lectures were delivered in Midwifery and the Diseases of Women and Children. Of these lectures 45 were devoted to the consideration of the anatomy of the female organs concerned in reproduction; the physiology of conception; the signs and duration of pregnancy; parturition, in its varieties and complications; and puerperal diseases. Fifteen lectures were occupied with the functional derangements and organic diseases of the uterus and its appendages. The remaining 11 lectures were taken up with diseases of infancy and childhood.

As I was unable to enter upon my duties at the College before the end of January, and as a large number of the College holidays chanced to fall on my lecture days, the class examinations were fewer than they should have been.

The senior students had many opportunities of conducting cases of labour at the Obstetric Institution, where they were also able to witness several obstetric operations, as well as to observe some of the more important diseases peculiar to women. Clinical instruction was regularly given when cases presented.

The attention of both undergraduates and student apprentices was on the whole satisfactory, and the answering at the class-examinations, especially that of the undergraduates, was creditable.

The large field for observation of female and infantile diseases, furnished by the out-patients at the Obstetric Hospital is unfortunately unavailable, or nearly so, to the students, as during the hour fixed for seeing the out-patients the attendance of the students is required elsewhere.

REPORT OF THE PROFESSOR OF OPHTHALMIC MEDICINE AND SURGERY.

Four lectures on the physiological anatomy of the eyeball and twenty-three lectures on diseases of the eye were delivered during the past session. About 15 examinations were also held. Little or no deviation has taken place in the usual course of instruction. Next year I hope the new Ophthalmic Hospital, the munificent gift of Mr. Cowasjee Jehanghier, will be ready for the reception of

patients, when a school for practical teaching of inestimable value will be opened to the students.

REPORT OF THE TEACHER OF THE VERNACULAR CLASS OF ANATOMY AND PHYSIOLOGY.

The course of instruction in Anatomy consisted of 45 lectures, 27 explanations, and 36 examinations, and was attended by 1st and 2nd year students.

In the study of Practical Anatomy the 1st year students dissected chiefly the ligaments, muscles, and principal vessels. The 2nd year students dissected particularly the blood-vessels, nerves, viscera, and the surgical regions. The attendance of the students was regular, and their conduct on the whole good.

The course of Physiology consisted of the same number of lectures, explanations, and examinations as in Anatomy, and was attended by 2nd and 3rd year students. The conduct of the students was good, and their attendance regular.

REPORT OF THE TEACHER OF THE VERNACULAR CLASS OF CHEMISTRY AND MATERIA MEDICA.

Having arrived in Bombay to take charge of my appointment in connection with this College just when the vacation had commenced. I could not enter upon the execution of my duties till the commencement of the second term, viz., 15th of June. From this day I began delivering lectures in accordance with the programme of studies, but, having anticipated that it would be impossible to finish the courses by delivering a lecture each week on each of the subjects, I resolved upon giving additional lectures on days appointed for explanations. Having followed this course, I succeeded in finishing each of the subjects by the delivery of 35 lectures and by giving 30 examinations. The order of lectures was very much the same as that pursued by my predecessor. The conduct of the students was good, and their attendance regular. In Materia Medica great attention was paid to practical details, and to the alterations recently introduced in the British Pharmacopœia in the official preparations of the several drugs.

REPORT OF THE TEACHER OF THE VERNACULAR CLASS OF MEDICINE AND MIDWIFERY.

Six students attended the lectures in Medicine and Midwifery. The course in the former subject consisted of 72 lectures and 38

weekly examinations, and in the latter of 36 lectures and 30 examinations. The attendance of the students for the most part was very regular, and their conduct good.

REPORT OF THE TEACHER OF THE VERNACULAR CLASS OF SURGERY.

During the last session the whole course of Surgery was completed in about 45 lectures, in which the most important and practical subjects were prominently brought forward. The same number of examinations was held during the session. The class was attended by six students, most of whom were regular, attentive, and industrious. Surgical instruction was also imparted to the students in the Clinical Surgical Ward of the Hospital, where they were required to take and write cases in the vernacular language. Here also the conduct of the students was satisfactory.

11. *Vernacular Text-books.*—During the year text-books in Marathi in Materia Medica and Physiology have been published, the former compiled by Mr. Narayan Daji, the latter by Mr. Bhikaji Amrut, and those on Medicine and Surgery are nearly ready for the press.

12. *Juggonnath Sunkersett Vernacular Scholarships.*—Soon after the establishment of the Vernacular Class, the late Honourable Mr. Juggonnath Sunkersett, with his usual liberality, presented the College with a sum of money sufficient to provide for the vernacular students of the year two scholarships of Rs. 10 each for ten months. In February last he was good enough to engage to render these scholarships permanent by contributing as an endowment a sum of Rupees 5,000 in the accompanying letter :—

TO THE PRINCIPAL OF GRANT MEDICAL COLLEGE.

Sir,—Having observed with much interest the attempt that is now being successfully made in the Grant College to impart medical and surgical knowledge to young men through the Marathi language, I am desirous of aiding in this good work by founding scholarships for the most deserving students of the Vernacular Class.

2. I have therefore much pleasure in offering the sum of Rupees Five Thousand (5,000), the interest of which I request may be

annually awarded in the form of scholarships, in the manner that may appear to you best calculated to promote vernacular medical instruction.

I have the honour to be,

Sir,

Your most obedient servant,

(Signed) JUGONNATH SUNKERSETT.

Bombay, 28th February 1865.

This seasonable liberality will be a great encouragement to the deserving but often struggling members of this class, and is another addition to many former proofs of his desire, to the latest period of his life, to promote the education and the welfare of his fellow-countrymen.

Mr. Venayekrao Jugonnath has been kind enough to ensure the grant of the scholarships this year, pending the final arrangement for the endowment, by handing over to the College a further sum of Rupees 200.

13. *Award of Scholarships to the Students of the College.*—The scholarships have been awarded to Amidas Manji Goradya, Atmaram Sadashiva Jayakar, A. S. Gomes, J. G. Da Cunha, M. T. Pereira, J. T. Gonsalves, Girdurlal Ruttonlal, Abdul Rahim Hakim, Saruplal Balakram Shribastan, Balwantrao Gopal Bhaté, J. A. De Gama, Eraksha Manockji Banaji.

Scholarships also were awarded to the following students of the Vernacular Class :—Crustnaji Dadaji Kelkar, Babaji Rowji Kudum, and Amrootia Tatia Tathé.

14. *Burnes Medal.*—The Burns Medal for the best third-year student apprentice has been awarded to E. Mackenzie.

15. *McLennan Medal.*—The McLennan Medal for the best first-year student apprentice has been awarded to J. McLucas.

No special distinction has been provided for the student apprentices of the second year, but I am desirous of mentioning the very creditable appearance made at the examination by B. Gordon.

16. *Remuneration of Graduates in the Government Service.*—The College has now a hard competitive struggle to maintain in keeping up the numbers of its students, in consequence of the large,

the increasing, and the inviting field of employment offered to educated natives in other professions. The disadvantage under which Medical Graduates in the service of Government labour was pointed out last year in Dr. Peet's Report, and has been authoritatively acknowledged. I was in hopes that I might have been able to announce that these disadvantages had been removed, and that the graduates of this College had been put upon a footing not only more accordant with the dignity of their profession, but more correspondent to the position of similar graduates in other parts of India. If I am unable to do this, I yet trust that a delay so deeply injurious to them and to the interests of the College will not be prolonged.

17. The draft of the foregoing Report was written by my predecessor, Dr. Haines. It was left in so complete a state as to require little beyond a general supervision in its preparation on my part; but the Reports of the classes in Chemistry and Medical Jurisprudence will, I regret to say, be found wanting. The chairs in these subjects were held by Dr. Haines, and the Reports had not been written previous to his death. By the sad and untimely death of its late Principal this College has sustained a severe and heavy loss, and one which is mourned over not only by my colleagues and myself, but by the public at large. With abilities of no common order, he combined untiring energy and immense powers of application, and his deductions were models of reasoning and truthfulness. His abilities, moreover, took a wide range, and there were few subjects on which his opinions were not received with marked attention and consideration. His chief delight, however, was in the pursuit of the higher branches of Chemistry; to this subject he had devoted many years of anxious thought and labour, and had he lived would no doubt have attained a world-wide reputation. Always of a delicate physical organization, he at length succumbed to his devotion to hard study, and a too prolonged residence in a trying climate.

W. G. HUNTER.

Principal, Grant Medical College.

Bombay, 29th June 1866.

List of Students in attendance in the Grant Medical College during the Session 1865.

No.	Name.	Race.	Age on Admission.	Native Town.	In what School Educated.	Date of Admission.	Remarks.
1	Bakrishna Sudhanti Mayekar	Bhandari	17	Bombay.	Elphinstone Institution.	15 June 1860.	Now a Graduate.
2	Nayan Ananta Dandekar	Kastur.	18	Ditto.	Ditto	Ditto	Ditto.
3	Pandurang Gopal Mantry	Sutar.	17	Ditto.	Ditto	Ditto	Ditto.
4	Cawasji Pestonji Bharuchá	Parsi	18	Ditto.	Elphinstone College.	Ditto	Ditto.
5	P. M. Baptista.	Portuguese	18	Goa	Elphinstone Institution	15 June 1861.	Licentiate of Medicine.
6	Amaldas Manji Gorgáya	Bania	18	Bombay.	Ditto	Ditto.	
7	J. G. De Cunha	Portuguese	18	Goa	Ditto	15 June 1862.	
8	Gangpat Pandurang Kamalakar	Wah	18	Bombay.	Elphinstone College.	Ditto	Discharged.
9	Anwarán Sudashitva Jayakar	Parbhu	17	Ditto.	Free General Assembly's Institution.	Ditto.	
10	A. S. Gomes.	Portuguese	18	China	Elphinstone Institution	Ditto.	
11	Abdul Rahim Hakim	Mahomedan	18	Bombay	Elphinstone College	15 June 1863.	
12	M. E. Pereira.	Portuguese	20	Ditto.	Elphinstone Institution	Ditto.	
13	J. F. Goncalves	Ditto	18	Goa	Poona College	Ditto.	
14	Girdharilal Ratnemál	Kaeth	17	Surat	Elphinstone Institution	Ditto.	
15	Balwant Gopal Bhate.	Brahmin	18	Rutna-gherry	Ditto	1st Jan. 1865.	
16	J. A. De Gans	Portuguese	19	Goa	Free General Assembly's Institution.	Ditto.	
17	Saropál Balastram Jaribastan	Kaeth	17	Poona	Poona College	Ditto.	
18	Edulji Byramji	Parsi	20	Bombay	Elphinstone College.	Ditto	Has failed to pass the Matriculation Examination.
19	Gangpat Madhavaram Dairyavah.	Parbhu	18	Ditto.	Elphinstone College.	Ditto.	
20	Braksha Manekji Banaji	Parsi	19	Surat	Surat High School	15 June.	

List of Student Apprentices who have attended the College during the Session 1865.

No.	Name.	General Number.	Age on admission.	Date of joining the College.	Remarks.
1	L. DeSouza.....	720	20	16th June 1862.	Received certificate of qualification.
2	C. K. Rozario.....	746	19	15th June 1863.	Ditto.
3	J. Egan.....	794	18	Ditto ..	Dead.
4	S. Ribeiro.....	795	19	Ditto ..	Received certificate of qualification.
5	J. McIntyre.....	796	18	Ditto ..	Ditto.
6	J. Robinson.....	797	17	Ditto ..	Ditto.
7	J. Gallagher.....	804	17	Ditto ..	Ditto.
8	W. Cunningham.....	805	19	Ditto ..	Ditto.
9	E. Mackenzie.....	807	17	Ditto ..	Ditto.
10	D. Coutinho.....	808	18	Ditto ..	Ditto.
11	F. Miranda.....	811	18	Ditto.	
12	W. West.....	801	18	1st January 1864	
13	B. Gordon.....	803	17	Ditto.	
14	J. Pinto.....	809	19	Ditto.	
15	H. McCullough.....	810	18	Ditto.	
16	E. Guest.....	813	18	Ditto.	
17	C. Eason.....	816	18	Ditto.	
18	T. Shea.....	824	17	Ditto.	
19	J. Williams.....	828	18	1st Jan. 1865. Resigned.	
20	J. Sucklesz.....	831	17	Ditto.	
21	J. Baptise.....	832	14	Ditto ..	Resigned.
22	G. Walker.....	833	17	Ditto ..	Resigned.
23	J. McInerney.....	843	17	Ditto.	
24	A. Hanson.....	843	18	Ditto.	
25	L. Mascarenhas.....	845	17	Ditto ..	Dead.
26	W. Barry.....	846	17	Ditto ..	Discharged.
27	W. Haire.....	847	18	Ditto.	
28	C. Fletcher.....	848	18	Ditto ..	Resigned.
29	J. Prem.....	850	17	Ditto.	

List of Students who have attended the Vernacular Class in the Grant Medical College during the Session 1865.

No.	Name.	Race.	General Nombg.	Age on Admission.	Date of Joining the College.	Remarks.
1	Canaji Javurien Malvankar	Maratha.	..	20	15 June 1863.	
2	Paradurion Nagesh Oopadhyay	Brahmin	..	19	15 June 1863.	
3	Ganesh Gopal Nore	Ditto	..	18	Ditto	Received certificate of qualification.
4	Shajason Balkrishna Marathe	Ditto	..	17	Ditto	Ditto.
5	Ramchandea Ranji Joshi	Ditto	..	17	Ditto	
6	Ramkrishna Narayan Tandil	Sonar	..	18	Ditto	
7	Purshasam Luxman	Brahmin.	..	19	1 Jan. 1864.	Discharged.
8	Krishnages Dattajee Kelkar	Wys	..	15	Ditto.	
9	Bajajee Raojee Kadum	Maratha.	..	19	Ditto.	
10	Dajee Dhonevra Joshi	Brahmin	..	19	Ditto.	
11	Pandurang Edneshter Nalkar	Ditto	..	17	Ditto.	
12	Ruchonath Bapooji Donne	Ditto	..	24	Ditto.	Discharged.
13	Anandrao Makund	Parbhoo.	..	18	1 Jan. 1865.	
14	Ananta Tatla Tathe	Maratha.	..	21	Ditto.	
15	Balkrishna Bapat	Brahmin	..	17	Ditto	Discharged.
16	Shank Amrudin	Musaloon.	..	19	Ditto	Resigned.
17	Callapa Narsu Nayadu	Maratha.	..	15	Ditto.	
18	Abraham Aaron	Few	..	15	Ditto.	
19	Anaji Gopal	Brahmin.	..	15	Ditto.	Discharged.
20	Rongapa Juggomat Nayadin	Maratha	..	15	Ditto.	Discharged.
21	Vishnu Vanktesh Yankar	Brahmin.	..	17	Ditto.	
22	Bapu Narayan	Ditto	..	17	Ditto.	Discharged.
23	Sadashtva Baid	Ditto	..	15	Ditto.	Discharged.
24	Ramchandra Bald	Ditto	..	18	Ditto.	Discharged.
25	Shridhar Ramchandra Chobhe	Ditto	..	20	Ditto.	

Written Questions in Chemistry and Anatomy to the First Year Students, in Medicine, Surgery, Midwifery, and Medical Jurisprudence to the Fourth Year Students.

CHEMISTRY.

1st Year Students.

1. Describe three methods of preparing oxygen gas, showing the decomposition in symbols.
2. If a lump of ice at 20 F. is taken and heat continuously applied to it, describe what will happen to it under the following heads:—material state, heat and temperature and bulk.
3. How would you take the specific gravity of sand and of sugar?
4. How is zinc obtained? what are the uses of the metal?

ANATOMY.

1st Year Students.

1. What classification would you make of the different bones entering into the formation of the human skeleton, and give examples as well as peculiarities of each class?
2. Mention the differences that exist between transverse processes of the vertebræ in the cervical, dorsal, and lumbar regions.
3. What ligaments connect the bodies, and what the processes of the vertebræ?
4. Enumerate and describe the ligaments of the following joints:—
(a) The elbow-joint. (b) The hip-joint; (c) The knee-joint.
5. Give the origin and insertion of the following muscles:—
(a) The external pterygoid. (b) The sternocleido-mastoid.
(c) The trapezius. (d) The biceps flexor cubiti. (e) The rectus abdominis.
6. What parts are attached to the external or convex surface of the occipital bone from above downwards?

MEDICINE.

4th Year Students.

1. Mention the symptoms of acute pneumonia, and the anatomical characters of the first stage.

2. Give the symptoms of acute sthenic dysentery after disorganization has set in.

3. Give the symptoms indicating the formation of hepatic abscess; and mention what are the three principal channels through which they may open.

4. Mention the symptoms and morbid anatomy of the second form of Bright's Disease, viz., the large white kidney.

SURGERY AND OPHTHALMIC SURGERY.

4th Year Students.

1. Describe the fractures of the scapula, mentioning the treatment to be adopted in each.

2. Mention the various plans of treatment for popliteal aneurism, the changes which are induced in the aneurism by deligation of the femoral

(a) In cases having a favourable termination.

(b) In cases whose terminations are unfavourable.

3. What are the various forms of club foot? Mention the treatment you would adopt.

4. Describe the symptoms of acute glaucoma. Mention the pathognomonic ophthalmoscopic signs.

MIDWIFERY AND DISEASES OF WOMEN AND CHILDREN.

4th Year Students.

1. What are the most common causes of abortion, and how are they best obviated?

2. Describe the auscultatory signs of pregnancy, and mention the periods at which they are severally available.

3. Define *preternatural labour*, stating the different ways in which the child may present.

4. Describe the character of the pains in the first and second stages of labour respectively.

5. What are the usual causes of *retained placenta*?

6. Describe the symptoms, pathology, and treatment of *mucous polypi* of the uterus.

7. What are the symptoms of infantile *trismus*, and what the most frequent *post mortem* appearances observed?

MEDICAL JURISPRUDENCE.

4th Year Students.

1. Compare and contrast the symptoms of poisoning with arsenic and of epidemic cholera.
2. By what signs is simulated distinguished from real mania?
3. What are the signs which indicate that a woman has been recently delivered?
4. What are the symptoms and treatment in poisoning by aconite? How would you detect the presence of the poison in the stomach?

Scholarships awarded to the Students of the Grant Medical College at the close of the Session 1865.

4th Year Students.

An Anderson Scholarship of Rupees 25 monthly for proficiency in conducting the duties of Surgical Dresser, and in knowledge of Practical Surgery and Surgical Anatomy, to Amidass Munjee Goradya.

A Carnac Scholarship of Rs. 25 monthly for proficiency in conducting the duties of Clinical Clerk, and in knowledge of Practical Medicine and Pathology, to Amidass Munjee Goradya; but as a scholarship has been already awarded to him it will pass to the next in proficiency, viz., Atmaram Sadasew Jayakar.

A Farish Scholarship of Rs. 25 monthly for proficiency in the Principles and Practice of Medicine and Surgery to Amidass Munjee Goradya; but, as a scholarship has been already awarded to him it will pass to the next in proficiency, Atmaram Sadasew Jayakar, but as he also holds a scholarship this will pass to the next in proficiency, viz., A. S. Gomes.

A Reid Scholarship of Rs. 15 monthly for proficiency in Midwifery to Atmaram Sadasew Jayakar, but as a scholarship has been already awarded to him it will pass to the next in proficiency, A. S. Gomes, and as he also holds a scholarship this will pass to the next in proficiency, viz., J. G. DaCunha.

A Farish Scholarship of Rs. 15 monthly for proficiency in Medical Jurisprudence to Atmaram Sadasew Jayakar, but as he holds a scholarship an honorary certificate will be given to him.

3rd Year Students.

A Farish Scholarship of Rs. 20 monthly for proficiency in Anatomy, including Practical Anatomy, to M. F. Pereira.

A Farish Scholarship of Rs. 15 monthly for proficiency in Materia Medica and Practical Pharmacy to J. F. Gonsalves.

An Anderson Scholarship of Rs. 15 monthly for proficiency in Practical Chemistry to Abdool Rahim Hakim.

A Reid Scholarship of Rs. 15 monthly for proficiency in Chemistry to M. F. Pereira, but as a scholarship has been already awarded to him it will pass through the two next in succession, J. F. Gonsalves and Abdool Rahim Hakim, who are equal and also have scholarships, to the next in proficiency, Girdharlal Rattanlal.

1st Year Students.

A Government Scholarship of Rs. 10 monthly for proficiency in Anatomy to Saruplal Balakram Shribastam.

A Government Scholarship of Rs. 10 monthly for proficiency in Chemistry to Bulwunt Gopal Bhat.

A Government Scholarship of Rs. 10 monthly for proficiency in the Second Degree in Anatomy to J. A. DeGama.

A Government Scholarship of Rs. 10 monthly for proficiency in the Second Degree in Chemistry to Saruplal Balakram; but as a scholarship has been already awarded to him it will pass to the next in proficiency, viz., Eracksha Manakjee Banajee.

Sir Jamsetjee Jejeebhoy Medal Prize of Rupees 250 for proficiency in Practical Medicine and Surgery to P. M. Baptista.

Sir Jamsetjee Jejeebhoy Gold Medal for proficiency in Practical Jurisprudence to P. M. Baptista.

The McLennan Scholarship of Rs. 25 monthly, with a silver Prize Medal, for proficiency in the Principles and Practice of Midwifery, to Pandurung Gopal Mantri.

VERNACULAR CLASS.

2nd Year Students.

The Juggonath Sunkersett Scholarship of Rs. 10 monthly, tenable for ten months, for proficiency in the subjects of study during the session, to Krishnajeo Dadajee Kelkar.

The Juggonath Sunkersett Scholarship of Rs. 5 monthly, tenable for ten months, for proficiency in Physiology and Materia Medica, to Krishnajeo Dadajee Kelkar, but as a scholarship of higher rank

has been awarded to him it will pass to the next in profici-
viz., Babajee Ravajee Kuddum.

1st Year Students.

The *Juggonath Sunkersett Scholarship* of Rs. 5 mon-
tenable for ten months, for proficiency in Anatomy and Chem-
to Amruta Tatia.

*Abstract of Sums paid to the Students of the Grant M
College on account of the Sir Jamsetjee Jejeebhoy Book Fun-
the year 1864-65.*

Name.	Am
	Rs.
P. M. Baptista	26
Narayan Ananta Dandekar	4
Balkrishna Sudamjee Mayakar	12
Cawasjee Pestonjee Bharrucha	9
Pandurang Gopal Mantri	21
Amidas Munjee Goradya	26
Atmaram Sadasew Jayakar	30
J. G. DaCunha	17
A. S. Gomes	20
Ganpat Pandurang Kamalakar	3
J. F. Gonsalves	22
Abdool Rahim Hakim	6
M. F. Pereira	17
Girdharlal Rattonlal	18
Bulwant Gopal Bhate	22
Saruplal Balakram Shribastam	12
Ganpat Madhavrao Dhairyavan	12
Anandrao Makundjee	6
Amruta Tatia Tathie	6
Shaik Amrudin	6
Callapa Narin	6
Abraham Aroon	6
Anajee Copal	6
Rangapa Juggonath Nayadu	6
Vishnu Venkatesh Mainkar	6
Shridhar Ramchandra Chobhe	6
Sadasew Ballal	6
	Rupees 342

Cr.

Favish Scholarship Fund.

De.

1865		Rs. a. p.	Rs. e. p.	1865		Rs. a. p.	Rs. a. p.
May 5th ..	To Amount of Scholarship allowance for April last..	89 0 0	361	May 1st ..	By Balance ..	17,909 12 11	365
June 6th ..	Ditto for May do..	89 0 0	329				
July 4th ..	Ditto for June do..	89 0 0	301	1866			
August 3rd.	Ditto for July do..	89 0 0	271	April 30th.	By Difference of Interest at 6 per cent.	1,041 8 11	
Sept. 2nd..	Ditto for Aug. do..	89 0 0	241				
Oct. 6th ..	Ditto for Sept. do..	89 0 0	207				
Nov. 3rd ..	Ditto for Oct. do..	89 0 0	179				
Dec. 1st ..	Ditto for Nov. do..	89 0 0	151				
1866							
Jan. 10th..	Ditto for Dec. do..	89 0 0	111				
Feb. 5th ..	Ditto for Jan. 1866..	69 0 0	85				
March 8th.	Ditto for Feb. do..	69 0 0	54				
April 5th..	Ditto for March do..	60 0 0	26				
		381 0 0	..				
			33 0 6				
April 30th.	Balance	17,970 5 10	L.B. 1,041 8 11				
	Rupess..	18,951 5 10	..				
					Rupess..	18,951 5 10	
							1,074 9 5

Carnegie Scholarship Fund.

Dr.

Cr.

	Rs. a. p.	Rs. a. p.	1865	Rs. a. p.	Rs. a. p.	Rs. a. p.
1865						
May 6th ... To Amount of Scholarship allowance for April last.	38 0 0	361	May 1st ..	2 4 1	By Balance.....	14,349 13 6
June 6th ... Ditto for May do. ..	38 0 0	320		2 0 10		860 15 10
July 4th ... Ditto for June do. ..	38 0 0	301	1863	1 14 0		
August 3rd ... Ditto for July do. ..	38 0 0	271		1 11 0		
Sept. 2nd ... Ditto for Aug. do. ..	38 0 0	241		1 8 0		
Oct. 6th ... Ditto for Sept. do. ..	38 0 0	207	April 30th By	1 4 7	Difference of	
Nov. 3rd ... Ditto for Oct. do. ..	38 0 0	179		1 1 10	Interest at 6	
Dec. 1st ... Ditto for Nov. do. ..	38 0 0	151		0 15 1	per cent.	846 14 8
1863						
Jan. 16th ... Ditto for Dec. do. ..	38 0 0	111		0 11 1		
Feb. 6th ... Ditto for Jan. 1863 ..	25 0 0	85		0 5 6		
March 8th ... Ditto for Feb. do. ..	25 0 0	54		0 3 6		
April 6th ... Ditto for Mar. do. ..	25 0 0	26		0 1 8		
	417 0 0	..		14 1 2		
April 30th ... Balance.....	14,779 12	21 B.		846 14 8		
	15,196 12	2 ..		860 15 10	Rupees...	15,196 12 2
						860 15 10

McLennan's Scholarship Fund.

Dr.

McLennan's Scholarship Fund.

Cr.

1865		Rs. a. p.	Rs. a. p.	1865	Rs. a. p.	Rs. a. p.	Rs. a. p.
May 5th ..	To Amount of Scholarship allowance for April last ..	12 8 0	361	0 9 10	May 1st .. By Balance ..	8,385 11 365	419 4 5
" 18th ..	" Amount due to Mr. J. A. Howell from 16th to 30th April last ..	12 8 0	348	0 9 6			
June 6th ..	" Amount of Scholarship allowance for May last ..	25 0 0	329	1 2 0	April 3rd .. By Difference of Interest at 5 per cent.....	410 7 4	
July 4th ..	" Ditto for June do. ..	25 0 0	301	4 0 5			
August 3rd ..	" Ditto for July do. ..	25 0 0	271	0 14 8			
Sept. 2nd ..	" Ditto for Aug. do. ..	25 0 0	241	0 13 2			
October 6th ..	" Ditto for Sept. do. ..	25 0 0	207	0 11 3			
Nov. 1st ..	To Amount of Charges incurred by the Mint Master on account of this Fund ..	10 9 7	181	0 6 7			
" 3rd ..	To Amount of Scholarship allowance for Oct. last ..	25 0 0	179	0 9 8			
Dec. 1st ..	" Ditto for Nov. last ..	25 0 0	151	0 8 2			
1866							
Jan. 10th ..	" Ditto for Dec. do. ..	25 0 0	111	0 6 0			
Feb. 5th ..	" Ditto for Jan. 1866 ..	50 0 0	85	0 9 3			
Mar. 8th ..	" Ditto for Feb. do. ..	50 0 0	54	0 5 10			
April 5th ..	" Ditto for March do. ..	50 0 0	23	0 2 9			
April 30th ..	Balance ..	391 9 7	813 1	8 13 1			
		8,403 14 8	1. B.	410 7 4			
		8,795 8 3		419 4 5			
						Rs. a. p.	419 4 5
						8,795 8 3	

Sir Jamsetjee Jejeebhoy Medical Prize Fund.

<i>No.</i>	<i>Sir Jamesjee Jejeebhoy Medical Prize Fund.</i>	<i>C.R.</i>
1865	-	
Sept. 9th . .	To Amount paid to the Officiating Principal, Grant Medical College, being the payments to the students in aid of purchase of Text-books, as per Bill Rs. a. p. 342 2 6 234 13,750 0 3	Rs. a. p. By Balance
1866		
April 30th.	To Balance .. Rs. a. p. 13,440 2 1	Rs. a. p. May 1st .. By Balance
	Difference of Interest at 5 per cent. ....	.....
	Rapes.... 14,161 2 9	672 0 1

Sir Jamsetjee Jejeebhoy Medical Price Fund.

1865	To Amount of part of Interest on the Fund from 1st May 1864 to 30th April 1865	Rs. a. p.	Rs. a. p.	Rs. a. p.
1866	1865	250 0 0	355 12 2	5
Feb. 5th ..	To Amount of Charges incurred on account of this Fund.....	250 0 0	85 2 14	5
April 30th.	To Balance	500 0 0	15 0 10	
		3,612 13 5	280 8 11	
		6,192 13 0	295 9 9	
	Rupees....			285 9 9

Sir Jamsetjee Jejeebhoy Gold Medal Fund.

Cr.

Dr.

	Rs. a. p.	Rs. a. p.	1865	Rs. a. p.	Rs. a. p.
1865 Oct. 31st... To Amount paid for a box containing a Gold Medal of Sir Jamsetjee Jejeebhoy, as per Bill.....	14 8 5	182	0 5 9		
Nov. 4th... For Amount of Bill of the Acting Principal, Grant Medical College, on ac- count of this Fund.....	180 4 2	178	4 6 3		
Dec. 15th... To Amount of a Bill of Exchange purchased for the payment of Gold Medal &c.	177 2 8	137	3 5 2		
1868 April 30th.	371 15 3	..	8 1 2		
	3,392 15 8	..	171 9 6		
	Rupees..	3,764 14 11	..	179 10 8	
				Rupees....	3,764 14 11
					179 10 8

Hemabhoj Vekutchund Medal Fund.

Cr.

Dr.

	Rs. a. p.	1865	Rs. a. p.	Rs. a. p.
1863 April 30th. To Balance	2,519 6 1	May 1st .. By Balance.....		2,447 8 11
		August 3rd. By Amount of 6 months' Interest due on the notes of 1854-55 belonging to this Fund		35 14 7
		1868 Jan. 31st .. By ditto		35 14 7
	Rupees..		Rupees....	2,519 6 1

Jamhundee Scholarship Fund.

Cr.

Dr.

		Rs. a. p.	Rs. a. p.
1863			
April 30th.	To Balance	304 1 10	
	By Balance		181 14 9
	May 1st .. By Amount of Interest due on the Promissory Notes of 1854-55 belonging to this Fund ..		48 6 1
	Oct. 2nd.. By Amount of 6 months' Interest due on the Promissory Notes of 1856-57		11 7 6
	Oct. 31st.. By Amount of 6 months' Interest due on the Promissory Notes of 5 per cent P. W. Loan of 1854-55 belonging to this Fund		49 14 0
	April 2nd. By Amount of 6 months' Interest on Promissory Notes of 1856-57		10 7 6
	Rupees....	304 1 10	

(Signed)

J. L. LUSHINGTON,

Accountant General.

(True copy)

W. G. HUNTER,

Principal, Grant Medical College.

Bombay, Accountant General's Office, 4th June 1866.

APPENDIX C.

REPORTS OF THE TRANSLATORS IN THE EDUCATIONAL DEPARTMENT.

1. • Report of the Marathi Translator for 1865-66.
2. Report of the Gujarati Translator for 1865-66.

1. REPORT OF THE MARATHI TRANSLATOR E. D.
FOR 1865-66.

No. 2 OF 1866-67.

TO SIR A. GRANT, Bart.,

Director of Public Instruction, Bombay.

SIR,—I have the honour to submit a statement of the work done in my department in the year 1865-66.

2. The following was my own personal work :—

(a) I submitted the second volume of my Manual of Geography, containing Europe, Africa, America, and Oceanica, a volume of 342 pages, and carried it through the press ;

(b) I carried through the press new editions of the 3rd and 6th Books of the Departmental Marathi Series ;

(c) I prepared the names in Marathi and English for the Outline Map of Asia ;

(d) I examined and reported on the following Marathi works of others :—

(1) Játí Viveksár ;

(2) Yashodā Pándurangí, or Mr. Dádobá Pándurang's Commentary on the Kekáwali of Moro Pant ;

(3) A description of the Tanna Zilla ;

(4) Specimen of Tukárám's Abhangs ;

(5) The numbers of the Dnyán Prasarak Magazine from January to September 1865—eight numbers ;

(6) The numbers of the Sarwa Sangraha for January, February, March, and April 1865.

3. The work of Mr. Parshurám Pant was as follows :—

(1) Examining and making a brief summary for me of the numbers of the Sarwa Sangraha ;

(2) Examining the proofsheets of the 3rd and 6th Books ;

(3) Revising 1237 pages of the Marathi version of the Sanskrit Kádambarí.

4. The work of Mr. Shrirám Bhikáji, Translation Exhibitioner, from 1st May to 15th July 1865, when he left the department, was 56 pages of translation of the History of Rome, with notes.

5. The work of Mr. Káshináth Bákrishná, Probationary Translation Exhibitioner, from the 7th August 1865 to the 30th April 1866, was 169 pages of translation of the History of Rome, with notes.

6. The work of the Gurus transferred from the Poona College was as follows :—

Mr. Shákar Joshí 142 pages of translation into Marathi of the Shiromani Gāitādhyāya ;

Mr. Krishná Shástri and Mr. Mahádeo Shástri 285 pages of a Marathi translation of Kirát Kāvya ;

Mr. Bál Shástri Deo 137 pages of a Marathi translation of Kádambari.

I have the honour to be,

Sir,

Your most obedient Servant,

THOMAS CANDY, Major,
Marathi Translator, E. D.

Sion Fort :

*Office of the Marathi Translator E. D.,
2nd May 1865.*

2.—REPORT OF THE GUJARATI TRANSLATOR, EDUCATIONAL DEPARTMENT, FOR 1865-66.

No. 1 OF 1866-67.

To Sir A. GRANT, Bart.,
Director of Public Instruction, Bombay.

SIR,—I have the honour to submit my annual Report for the official year ending the 30th of April 1866.

2. Having entered upon my duties on the 1st of August last, I performed the following work up to the date of this report :—

Revised a Gujarati translation of Mr. Howard's 3rd English Book, Part I., prepared by the Exhibitioner ;

Translated some pages from Dr. Smith's History of England ;

Corrected the 5th and 6th Books of the Gujarati Series ;

Examined and reported on the following works :—

Tale of Karan Ghella, the last king of Gujarát, by Mr. Nand-shunker, about 500 pages ;

Mr. Navalrá'm's Natak (a drama), 270 pages ;

Ghasiram Kotwal, by Mr. Shakerram Dulputram, was twice examined and reported on, 205 pages ;

Gujarati Koshawali, by Kavi Hirachund Kahanjee, 322 pages ;

Kavi Narmadashunker Lalshunker's works ;

Pingal Pravesh, 77 pages ;

Alunkar Pravesh, 48 pages ;

Ras Pravesh, 24 pages ;

Dayaram's Poems, 658 pages ;

Narma Gadya, 488 pages ;

Narma Kôsh ;

Narma Kavita ;

Gujarati translation of Bartholde, by Mr. Ranchodebhai Ooderam, 131 pages ;

Lalita Dukh Darshac, by the same person, 291 pages ;

Tukhum Tashirk Sobut Asar, by Mr. Parbhashunker Samuljee, 120 pages ;

Gujarati translation of eight tales from Shakespeare, by Messrs. Ranchodebhai Ooderam, Chotalal Savekram, and Manibhai Jusbhai : the manuscript contains about 140 pages.

Work done by the Exhibitioner, Mr. Chotalal Savekram :—

Translated 3rd English Book, Part I., from page 65 to 137, the end ;

Translated 22 pages of the English and Marathi Vocabulary, from page 146 to 168, the end ;

Translated 34 pages of Russell's History of Modern Europe ;

Translated 40 pages of Malcom's Central India ;

Corrected proofsheets of the Gujarati translation of 2nd English Book, Part I.

Corrected proofsheets of a Gujarati translation of Mr. Howard's Rudimentary Grammar from page 60 to 150, the end ;

Revised a portion of a Gujarati translation of Major Candy's General Account of India ;

Revised the remaining portion of 2nd English Book, Part II., and rewrote it ;

Occasionally assisted the Carcoon in examining the proof sheets of the Gujarati 6th Book.

4. Work done by my Carcoon, Shastri Sookheshwar Bapuji :—
Examined the proof sheets of the greater portion of the Gujarati 6th Book ;

Copied fairly the Gujarati rough translation of 3rd English Book ;
Translated 84 pages of વેણી સંહાર, a Marathi drama, with the exclusion of the poetical pieces contained in them.

5. The time and trouble spent upon translating and revising the departmental books were wholly lost, in consequence of your declining to publish them, and prohibiting others from doing so. There are two opinions on this subject. Some think it advantageous to publish authorized translations of these school books, and others consider it mischievous, but the required brevity of this Report forbids a discussion on the subject here.

6. You will, from para. 2, perceive that by far the greater portion of my time was taken up in reporting on books referred to me, a work not at all pleasant or enviable. I am displeased with myself whenever duty and truth compel me to give unfavourable opinions and make disparaging remarks upon them. I wish I could get more time for translation.

7. The Exhibitioner and the Carcoon attached to my office gave me entire satisfaction.

I have the honour to be,

Sir,

Your most obedient Servant,

MAHIPUTRAM R. LILKUNTH,

Gujarati Translator, Educational Department.

Ahmedabad, 1st May 1866.

APPENDIX D.

RESOLUTION OF GOVERNMENT ON LOCAL EDUCATIONAL FUNDS.

No. 684 OF 1866.

EDUCATIONAL DEPARTMENT.

LOCAL FUNDS FOR EDUCATIONAL PURPOSES.

The Director of Public Instruction having submitted a memorandum, No. 700 of 30th August 1865, containing the proposals of the Educational Department in regard to the application of Local Funds for Educational purposes, the Honorable the Governor in Council took the opportunity of the presence of the officers assembled at Poona for the Public Works Conference to invite a discussion of Sir A. Grant's propositions, which accordingly took place on the 4th of September.

There were present on the occasion —

His Excellency the Governor,

The Honourable B. H. Ellis,

Sir A. Grant, Bart.,

J. R. Hadow, Esquire, Revenue Commissioner, S. D.,

A. Rogers, Esquire, Revenue Commissioner, N. D.,

F. S. Chapman, Esquire, Chief Secretary to Government,

C. Gonne, Esquire, Secretary to Government, Political, Judicial, and Educational Departments,

J. W. Robertson, Esquire, Collector and Magistrate, Surat,

J. E. Oliphant, Esquire, Collector and Magistrate, Ahmedabad,

L. R. Ashburner, Esquire, Collector and Magistrate, Khandaish,

W. D'Oyly, Esquire, Collector and Magistrate, Ahmednuggur,

E. P. Down, Esquire, Acting Collector and Magistrate, Tanna,

Captain T. Waddington, Educational Inspector, C. D.,

T. B. Curtis, Esquire, Educational Inspector, N. D.,
 W. A. Russell, Esquire, Educational Inspector, S. D.,
 and a few other gentlemen not directly connected with the Educational Department.

Sir A. Grant's memorandum having been considered, the following Resolution of Government is published for general information and guidance :—

1. As a general rule, Local Funds for Educational purposes should be restricted in the first instance to the support of Primary, *i. e.*, Vernacular, Education in any district, town, or village, or other easily ascertained division.

2. Under the above head should be understood salaries of Village School Masters, and general charges connected with Village Schools, building and repairs of Village School-houses, and allowances to Masters under training for Primary Schools.

3. When the actual requirements of a district as regards Primary Schools have been supplied as far as possible, but not before, the Local Funds Committee may be at liberty to make assignments to other than Primary Education, as, for instance, the building of Talooka School-houses, providing the salaries for Anglo-Vernacular Teachers, &c.

4. Until the requirements of a district, town, or village, as regards both Primary and Anglo Vernacular Education, have been met, Local Committees shall not be at liberty to make assignments to higher or to special education.

5. With regard to the transfer of all expenses for Primary Education as far as possible, from the Imperial to Local Budgets and *vice versa* as regards middle class and higher education, Government would wish to see the practical result of such a transfer stated by way of example before deciding on the course to be pursued with regard to the next budget. The Director of Public Instruction should be requested to draw up such an example.

6. Besides providing funds, as far as possible, for Primary Education, it shall be the duty of Local Funds Committees to undertake the buildings and repairs of Village School-houses.

7. It shall be the province of the Educational Department to undertake the appointment of Masters for Village Schools, and all the details of management and inspection for these schools, just as much as for Anglo-Vernacular or High Schools.

8. With regard to the proposal for the establishment of a Local Funds Educational Pension Fund, in paragraphs 8, 9, 10, 11, and 12 of Sir A. Grant's memorandum, the Honourable the Governor in Council fully agrees that it is desirable to establish some mode of providing for pension or superannuation allowances to Schoolmasters paid from Local Funds, but desires that the best mode should be made the subject of further inquiry.

9. Government will wait for more experience of the working of the Local Funds Committee before deciding whether the alterations in their constitution proposed in paragraphs 13, 14, and 15 of the Director's memorandum should be adopted or not.

10. It will be the duty of the Educational Inspector annually to receive "Lists of Objects" from Talooka Committees, and then to draft a budget, and submit it, with the lists appended, to the President of the District Committee, for discussion and approval or amendment in that committee.

11. Local Funds Educational Budgets should be uniformly drawn up according to the form now in use in the Northern Division.

12. A quota, to be fixed by the Revenue Commissioners, should be paid by each Local Funds Committee for the maintenance of extra Clerks in the establishments of the Educational Department, rendered necessary for the keeping of accounts, &c.

13. Due notice of the Meetings of District Committees should be given in each case by the President to all members, with a view of obtaining their attendance.

14. Budgets passed by District Committees should be forwarded to the Director of Public Instruction, signed by all the members who were present at the Meeting by which it was passed.

15. Finally, the collections on account of Fees in Schools to which Local Funds contribute should be, with the Local Funds, placed at the disposal of District Committees, who will assign a discretionary allowance to the Educational Inspector to meet extraordinary expenses, of which he should render an account annually to the Director of Public Instruction through the President of the Local Committee.

(Signed)

C. GONNE,

Secretary to Government.

Bombay Castle, 14th October 1865.

APPENDIX E.

PROVISIONAL REVISED RULES FOR GRANTS-IN-AID DATED 21ST FEBRUARY 1866.

EDUCATIONAL DEPARTMENT.

The Honourable the Governor in Council is pleased to publish for general information the following Provisional Revised Rules for Grants-in-Aid in the Bombay Presidency :—

PROVISIONAL REVISED RULES FOR GRANTS-IN-AID IN THE BOMBAY PRESIDENCY ON THE SYSTEM OF PAYMENT BY RESULTS.

Aid will henceforward be experimentally given to schools under recognized management in accordance with the following Rules, which supersede those published in the *Government Gazette* of the 8th July 1858 and the 26th November 1863, and which will remain in force for two years from the present date, being then subject to revision as experience may show to be needed :—

1. The managers of schools who may be desirous of receiving aid from the State must on their first application be registered in the Office of the Director of Public Instruction at least six months before the commencement of the official year then next following.

2. The application for registration must be accompanied by one or other of the forms appended (*see* Schedule C), which must afford full information on the points enumerated.

3. All registered schools will be inspected once during the official year by the Government inspecting officer, who will give notice to the managers beforehand of the probable time of examination.

4. Provided that if the inspecting officer on his visit shall consider the arrangements of any school to be palpably defective as

regards accommodation, registry of attendance, or otherwise, he may decline to examine, forwarding, however, a full report of his reasons for so declining to the Director of Public Instruction and the school managers.

5. The inspecting officer will examine all the pupils submitted to him, according to the standard for which they may be respectively presented (*see* Schedule A), and will furnish the managers with a certificate of the number of pupils passed by him under each standard, and of the number entitled to capitation.

6. The number of pupils presented for examination must in no case exceed the average number who have been in attendance during the previous twelve months, and no pupil will be examined who has not attended the school for at least the one month immediately preceding the examination.

7. It is to be understood that no pupil, except in European and Eurasian Schools, shall be allowed to pass twice under the same standard, or to be examined for a certificate more than once during the official year.

8. No pupil will be examined, or have his attendance counted in calculating the average attendance, who is below six or above twenty-two years of age.

9. After each examination the managers should forward to the Educational Inspector an abstract for the amount to which they may be entitled under Standards I. to V. of Schedule B, accompanied by the certificate mentioned in Rule 5.

10. Grants for Matriculation will only be awarded to a school in the case of boys who have attended that school for two full years preceding. Applications on this account should be forwarded to the Director of Public Instruction by the managers immediately after the Matriculation Examination, accompanied in each case by a copy of the University Registrar's certificate, and an authenticated statement of the boys' attendance at the school.

11. Schools which at present receive aid from the State cannot, unless they elect to renounce such aid, present pupils for examination under these Rules. But this proviso is not in any way meant to affect the allowances made by the State to soldiers' orphans.

12. Aid may also be granted under the above Rules to such Private Schools as are considered by the Educational Department to be under proper management.

13. All schools receiving aid from the State under the above rules will be required to furnish all returns called for by the Government of India.

14. It is to be clearly understood that grants cannot be claimed under the above rules irrespective of the circumstances of the case and the limits of the sum at the disposal of Government. Should a grant be in any case refused, the reasons for refusal will be communicated to the applicants, and will also be published in the Administration Report of the Educational Department.

(Signed) A. GRANT,
Director of Public Instruction.

SCHEDULE A.

STANDARDS OF EXAMINATION.

For European and Eurasian Schools.

I. STANDARD.

1st Head.—Multiplication Tables and Simple Addition.

2nd Head.—Reading easy Child's book and Writing words of one syllable.

II. STANDARD.

1st Head.—Arithmetic, first four Rules.

2nd Head.—Reading easy Narrative.

3rd Head.—Writing Large-hand.

III. STANDARD.

1st Head.—Arithmetic to Rule of Three inclusive.

2nd Head.—Writing fair Small-hand.

3rd Head.—

(a) Repetition of 100 lines of easy Poetry.

(b) Reading, as of a Newspaper.

4th Head.—Writing to Dictation from the same.

IV. STANDARD.

1st Head.—Mathematics.

(a) Arithmetic to Vulgar and Decimal Fractions.

(b) Euclid to the 10th Proposition, 1st Book.

(c) Algebra up to Multiplication and Subtraction.

2nd Head.—English.

- (a) Reading and explanation of easy English Classics.
- (b) Recitation of Classical Poetry (300 lines).
- (c) Dictation, including Handwriting.
- (d) Grammar, Rules of Syntax.

3rd Head.—Second language, *i.e.*, either Latin, Sanscrit, or any Vernacular language.

Written Translation into English of easy sentences.

V. STANDARD.

1st Head.—Mathematics.

- (a) Arithmetic, complete, with Mensuration.
- (b) Euclid, 1st Book, with simple deductions.
- (c) Algebra to Simple Equations.

2nd Head.—English.

- (a) Paraphrase of English Poetry.
- (b) Grammar and Analysis of Sentences.
- (c) Composition on a given subject.

3rd Head.—Second language, *i.e.*, either Latin, Sanscrit, or any Vernacular language.

Written Translation into English from any ordinary School book, and *vice versa*.

VI. STANDARD.—Matriculation in the University of Bombay.

N.B.—Under each of the 3rd, 4th, and 5th Standards pupils may be allowed to pass twice, but not more than twice.

For Anglo-Vernacular Schools.

I. STANDARD.

1st Head.—Arithmetic.

Four Simple Rules.

2nd Head.—English.

- (a) Reading of 1st and 2nd Books, with explanation.
- (b) Spelling easy words.
- (c) Writing Large-hand.

3rd Head.—Vernacular.

- (a) Reading 3rd Book, with explanation.
- (b) Writing easy Words.

II. STANDARD.

1st Head.—Arithmetic.

Reduction and four Compound Rules.

2nd Head.—English.

- (a) Reading and explaining 3rd Book.
- (b) Writing Half-text.
- (c) Grammar, Parts of Speech.
- (d) Written translation into English of easy sentences.

3rd Head.—Vernacular.

- (a) Reading 4th Book, with explanation.
- (b) Writing.
- (c) Grammar, Declensions and Conjugations.

III. STANDARD.

1st Head.—Arithmetic.

To Simple Proportion and Interest inclusive.

2nd Head.—English.

- (a) Reading 4th Book, with *vitâ voce* explanation in English or Vernacular.
- (b) Parsing easy sentences.
- (c) Writing fair Small-hand.

3rd Head.—Vernacular.

- (a) Reading senior School books, with explanation.
- (b) Writing easy sentences to dictation.
- (c) Easy Parsing.
- (d) Written translation into English from any ordinary School book.

IV. STANDARD.

1st Head.—Mathematics.

- (a) Arithmetic up to Compound Proportion and Vulgar and Decimal Fractions.
- (b) Euclid, to the end of the 10th Proposition, 1st Book.
- (c) Algebra, Multiplication and Subtraction.

2nd Head.—English.

- (a) Reading senior School books, with explanation.
- (b) Dictation, including Handwriting.
- (c) Grammar, Common Rules of Syntax.

3rd Head.—Vernacular.

- (a) Translation from English into Vernacular, or *vice versa*, of any senior School book.
- (b) Writing to Dictation from the same.
- (c) Grammar of Sentences.

V. STANDARD.

1st Head.—Mathematics.

- (a) Arithmetic, complete.
- (b) Euclid, 1st Book, with simple deductions.
- (c) Algebra to Simple Equations.

2nd Head.—English.

- (a) Reading and explanation of the simpler English Classics.
- (b) Paraphrase.
- (c) Grammar and Analysis of Sentences.

3rd Head.—Vernacular.

- (a) Translation from English into Vernacular, or *vice versa*.
- (b) Paraphrase of Vernacular Poetry taken from ordinary School books.
- (c) Vernacular Grammar and Idioms.

VI. STANDARD.—Matriculation.

N.B.—The Examination under the IV. and V. Standards will be conducted in English.

For Vernacular Schools.

I. STANDARD.

- 1st Head.—Arithmetic, Addition and Multiplication Tables.
- 2nd Head.—Writing syllables.
- 3rd Head.—Reading 1st and 2nd Books.

II. STANDARD.

- 1st Head.—Arithmetic, four Simple Rules.
- 2nd Head.
 - (a) Writing simple words.
 - (b) Reading and explanation of 3rd Book.

III. STANDARD.

- 1st Head.—Arithmetic up to Rule of Three.
- 2nd Head.—Writing to dictation from a senior School book.
- 3rd Head.—Reading and explanation of 4th Book.

IV. STANDARD.

- 1st Head.—Arithmetic, complete.
- 2nd Head.—Vernacular Writing from dictation.

3rd Head.

(a) Reading current Vernacular Literature, including Newspapers.

(b) Paraphrasing Vernacular Poetry taken from ordinary School books.

4th Head.

(a) Vernacular Grammar.

N.B.—Portuguese Schools will be entitled to the same grants as Vernacular and Anglo-Vernacular Schools. As regards these, the word "Portuguese" and "Anglo-Portuguese" may be read throughout the Rules and Schedules for Vernacular and Anglo-Vernacular.

(Signed) A. GRANT,
Director of Public Instruction.

SCHEDULE B.

Grants to Pupils passed under the several Standards.

For European and Eurasian Schools.

	1st Head.	2nd Head.	3rd Head.	4th Head.	Total.
I. Standard....	5 ..	5 ..	0 ..	0 ..	Rs. 10
II. Standard....	5 ..	5 ..	5 ..	0 ..	15
III. Standard....	10 ..	5 ..	5 ..	5 ..	25
IV. Standard....	20 ..	15 ..	15 ..	0 ..	50
V. Standard....	30 ..	30 ..	30 ..	0 ..	90
VI. Standard					150

In addition to the above, in the case of Girls, Rs. 5 under the 2nd Standard, and Rs. 10 under the 3rd Standard may be awarded for good plain needlework.

For Anglo-Vernacular Schools.

	1st Head.	2nd Head.	3rd Head.	Total.
I. Standard....	2	2	2	Rs. 6
II. Standard....	3	3	3	9
III. Standard....	4	4	4	12
IV. Standard....	7	7	7	21
V. Standard....	10	10	10	30
VI. Standard				100

With capitation allowance of Rs. 2 on the average attendance of pupils during the year.

FORM II.

For Private Schools.

1	2	3	4	5	6	7	8
Locality.	Description of School.	Date of Establishment.	Names, ages, and places of education of the Master and Assistant Masters.	Total amount of Fees annually received for instruction.	Probable number of Pupils that will be presented for examination under each standard at the Inspection or Matriculation Examination during the year for which a grant is requested.	Names, places of abode, &c., of parties to whom reference may be made.	REMARKS.

(Signed) A. GRANT,
Director of Public Instruction."

(True copies)

C. GONNE,
Secretary to Government.

By order of the Honourable the Governor in Council,

C. GONNE,
Secretary to Government.

Bombay Castle, 21st February 1866.

APPENDIX F.

RETURN of Applications for Grants-in-Aid registered in the Office of the Director of Public Instruction for examination during the year 1866-67, under the Provisional Revised Rules dated 21st February 1866, published in the "Government Gazette" of the 1st March following.

1	2	3	4	5
No.	Name of Applicant.	Name and Description of School.	Probable number of Pupils to be presented for examination under each standard.	Utmost amount of Grant payable were all presented candidates to pass.
				Standard allowance. Capitalization. Total.
				Rs. Rs.
1	The Rev. H. P. Cassidy	Poona Seminary, European and Eurasian (Private).	I. Boys 3..... Ditto II. do. 7..... Ditto III. do. 5..... Ditto IV. do. 10..... Ditto V. do. 6..... Ditto VI. do. 2.....	30 105 125 500 540 300 1,000 1,000
2	The Rev. G. L. Fenton, Secretary to the Pensioners' School.	Pensioners' School, European and Eurasian.	I. Boys 13..... Ditto II. do. 17..... Ditto III. do. 12..... Ditto IV. do. 12..... Ditto I. Girls 9.....	130 255 300 600 90

3	Lieutenant G. A. Jacob, Inspector of the Day or Bishop's School.	Poona Day School for Boys, or Bishop's School, European and Eurasian.	Ditto II. do. 10.....	150		1,915
			Ditto III. do. 4.....	100	....	
			Ditto IV. do. 4.....	200	....	
			For Plain Needle work:—			
			Standard II. Girls 10.....	50	....	
4	Mr. F. A. Spencer, Honorary Secretary to the Scottish Orphanage.	Scottish Orphanage at Mahim, European and Eurasian.	Ditto III. do. 4.....	40		1,195
				1,195	....	
			Standard I. Boys 8.....	80	....	
			Ditto II. do. 11.....	165	....	
			Ditto III. do. 10.....	250	....	
5	The Rev. C. Isenberg, Church Missionary Society, Hyderabad.	Anglo-Vernacular School at Hyderabad (Sind).	Ditto IV. do. 5.....	250		1,000
			Ditto V. do. 5.....	450	....	
				1,195	....	
			Standard I. Boys 14.....	140	....	
			Ditto II. do. 19.....	285	....	
			Ditto III. do. 17.....	425		6,437
			Ditto IV. do. 3.....	150	....	
				000	....	
			Standard I. Boys 25.....	150	50	
			Ditto II. do. 16.....	144	32	
			Ditto III. do. 9.....	108	18	727
			Ditto IV. do. 7.....	147	14	
			Ditto V. do. 2.....	60	4	
Carried over Rupees.....			609	118		
						

1	2	3	4	5		
				Standard allowance.	Capitation allowance.	Total.
No.	Name of Applicant.	Name and Description of School.	Probable number of Pupils to be presented for examination under each standard.	Rs.	Rs.	Rs.
6	The Rev. W. Dixon, Missionary, Surat.	Anglo-Vernacular School, Surat.	Brought over Rupees.....			6,437
			Standard I. Boys 67.....	492	134	
			Ditto II. do. 25.....	315	70	
			Ditto III. do. 15.....	180	30	
			Ditto IV. do. 13.....	273	26	
			Ditto V. do. 20.....	600	40	
7	The Rev. A. Forbes, Superintendent of the General Assembly's Institution.	General Assembly's Institution, Anglo-Vernacular School.	Standard I. Boys 59.....	1,770	300	2,070
			Ditto II. do. 40.....	300	100	
			Ditto III. do. 30.....	260	80	
			Ditto IV. do. 20.....	300	60	
			Ditto V. do. 10.....	420	40	
			Ditto VI. do. 3.....	300	20	
8	Ditto ditto	Ditto Vernacular School	Standard I. Boys 20.....	2,040	306	2,346
			Ditto II. do. 15.....	20	10	
			Ditto III. do. 10.....	30	7½	
				30	5	
				80	22½	
						1,02½

9	The Rev. C. D. Du Port, Secretary Charitable School, European and Standard to the Indo-British Institution.	I. Boys 40..... Ditto II. do. 36..... Ditto III. do. 12.....	400 540 300	.... .... ....	1,240
10	The Rev. J. Willy, S. J., Secretary to St. Mary's Institution, Byeulla, Standard the Roman Catholic Orphanages. European and Eurasian.	I. Boys 46..... Ditto II. do. 50..... Ditto III. do. 45..... Ditto IV. do. 39..... Ditto V. do. 7.....	460 750 1,125 1,500 630	.... .... .... .... ....	4,465
11	Ditto St. Stanislaus School for Boys, Standard Bandora, European and Eurasian.	I. do. 20..... Ditto II. do. 42..... Ditto III. do. 18..... Ditto IV. do. 9.....	200 630 450 450	.... .... .... ....	1,730
12	Ditto St. Xavier's Boys' School, Cavel, Standard Bombay, European and Eurasian.	I. Boys 34..... Ditto II. do. 64..... Ditto III. do. 45..... Ditto IV. do. 10.....	240 960 1,125 500	.... .... .... ....	2,995
Carried over Rupees.....					21,315½

1 No.	2 Name of Applicant.	3 Name and Description of School.	4 Probable number of Pupils to be presented for examination under each standard.	5 Utmost amount of Grant payable were all preceding candidates to pass.		
				Standard allowance.	Capitation allowance.	Total.
13	The Rev. J. Willy, S. J., Secretary to the Roman Catholic Orphan-ages.	St. Joseph's Girls' School, Cavel, Bombay.	Brought over Rupees.....	Rs.	Rs.	Rs.
			Standard I. Girls 21.....	...	...	21.315
			Ditto II. do. 17.....	210	...	...
			Ditto III. do. 8.....	255	...	...
			Ditto III. do. 8.....	230	...	...
14	Ditto	Poona Convent School, European and Eurasian Girls.	For Plain Needlework:—			
			Standard II. Girls 10.....	58	...	...
			Ditto III. do. 10.....	100	...	...
				815	...	815
				...	...	...
15	The Rev. J. W. Gardner, Superintendent of the Free Church Mission School.	Free Anglo-Vernacular School, Church Mission, Poona.	Standard I. Boys 35.....	350	...	...
			Ditto II. do. 68.....	1,620	...	...
			Ditto III. do. 40.....	1,900	...	...
			For Plain Needlework:—			
			Standard II. Girls 68.....	340	...	...
16	Ditto	Free Anglo-Vernacular School, Church Mission, Poona.	Ditto III. do. 40.....	400	...	...
				3,110	...	3,110
				...	...	...
				1,620	540	...
			Ditto II. do. 75.....	675	150	...
17	Ditto	Free Anglo-Vernacular School, Church Mission, Poona.	Ditto III. do. 40.....	480	80	...
				...	...	...

16	Ditto	ditto	Vernacular School	ditto	.....	Standard	I. Boys 45	.....	45	22½	44
						Ditto	II. do. 25	.....	50	12½	50
						Ditto	III. do. 27	.....	81	13½	12
						Ditto	IV. do. 12	.....	48	6	
									224	54½	278½
17	Ditto	ditto	.....	Ditto	(Hindustani)	ditto	Standard	I. Boys 50	.....	50	25
						Ditto	II. do. 9	.....	18	4½	
						Ditto	III. do. 8	.....	24	4	
									92½	33½	125½
18	The Rev. J. Wilson, D. D., Con- vener of the Free General Assembly's Institution.		Anglo-Vernacular School, Church of Scotland's Mission.			Free Standard	I. Boys 100	.....	600	200	
						Ditto	II. do. 100	.....	300	200	
						Ditto	III. do. 60	.....	750	120	
						Ditto	IV. do. 50	.....	1,050	100	
						Ditto	V. do. 50	.....	1,500	100	
						Ditto	VI. do. 10	.....	1,000	20	
									5,770	740	6,510
19	The Rev. C. D. DuPort, Secretary to the Society for the Propagation of the Gospel in Foreign Parts.		Egutpoora School, European and Eurasian.			Standard	I. Boys 14	.....	140	....	
									140	....	140
							Carried over Rupees	.....	....	....	37,757½

1	2	3	4	5		
				Utmost amount of Grant payable were all presented candidates to pass.		
No.	Name of Applicant.	Name and Description of School.	Probable number of Pupils to be presented for examination under each standard.	Standard allowance.	Capitation allowance.	Total.
				Rs.	Rs.	Rs.
			Brought over Rupees.....	....	....	37,757½
20	The Rev. T. K. Weatherhead, Secretary to the Church B. C. Missionary Society.	Anglo-Vernacular School, Bombay.	Standard I. Boys 80.....	480	160	
			Ditto II. do. 60.....	340	120	
			Ditto III. do. 70.....	840	140	
			Ditto IV. do. 15.....	315	30	
			Ditto V. do. 15.....	450	30	
			Ditto VI. do. 4.....	400	8	
				3,035	488	3,513
21	Ditto	Vernacular School, Bombay.....	Standard I. Boys 26.....	26	13	
			Ditto II. do. 9.....	18	4½	
			Ditto III. do. 6.....	18	3	
				62	20½	82½
22	Ditto	Anglo-Vernacular School at Shaha- raupoor, near Nussick.	Standard II. Boys 2.....	12	4	
			Ditto III. do. 6.....	54	12	
				66	16	82

23	Ditto	ditto	Vernacular School, ditto	Standard I. Boys 30..... Ditto II. do. 43..... Ditto III. do. 18.....	30 30 54	15 22½ 9
24	Ditto	ditto	Vernacular School, Malligaum. ..	Standard I. Boys 11..... Ditto II. do. 7..... Ditto III. do. 5..... Ditto IV. do. 8.....	174 11 14 15 32	46½ 5½ 3½ 2½ 4
25	Ditto	ditto	Anglo-Vernacular School, Kurra- chee.	Standard I. Boys 60..... Ditto II. do. 25..... Ditto III. do. 20..... Ditto IV. do. 14..... Ditto V. do. 4.....	72 360 225 240 294 120	15½ 120 50 40 28 8
26	Ditto	ditto	Vernacular School at Makhmala- bad, near Nassick.	Standard I. do. 12..... Ditto II. do. 6..... Ditto III. do. 12.....	1,239 12 12 36	1,485 6 3 6
27	Ditto	ditto	Vernacular School, Pydownee, Bombay.	Standard I. Boys 11..... Ditto II. do. 10..... Ditto III. do. 11.....	60 11 20 33	15 5½ 5 5½
				Carried over Rupees.....	64	16
				.....	....	43,383

1	2	3	4	5		
				Utmost amount of Grant payable were all presented candidates to pass.		
No.	Name of Applicant.	Name and Description of School.	Probable number of Pupils to be presented for examination under each standard.	Standard	Capitation allowance.	Total.
				Rs.	Rs.	Rs.
28	The Rev. T. K. Weatherhead, Secretary to the Church B. C. Missionary Society.	Vernacular School, Khetwady.	Brought over Rupees..... Standard I. Boys 11..... Ditto II. do. 8..... Ditto III. do. 6.....	11 16 18	5 1/2 4 3	43,383
29	Ditto	Vernacular School, Lower Mahim, Bombay.	Standard I. Boys 10..... Ditto II. do. 5..... Ditto III. do. 6.....	45 10 10 18	12 1/2 5 20 3	57 1/2
30	Ditto	Vernacular School at Matoonga ..	Standard I. Boys 10..... Ditto II. do. 8..... Ditto III. do. 5.....	38 10 16 15	10 1/2 5 4 20	48 1/2
31	Ditto	Vernacular School at Malabar Hill.	Standard I. Boys 13..... Ditto II. do. 5..... Ditto III. do. 3.....	41 13 10 9	12 1/2 6 1/2 2 1/2 1 1/2	52 1/2
Total Rupees....				32	10 1/2	42 1/2
				....	....	43,584

APPENDIX G.

LETTERS, CIRCULARS, &c. FROM THE DIRECTOR OF PUBLIC INSTRUCTION DURING 1865-66.

No. 459 OF 1865-66.

*Poona, Office of the Director of Public Instruction,
17th July 1865.*

To C. GONNE, Esq.,
Secretary to Government, Educational Department.

SIR,—In continuation of my letter No. 370 under date the 4th instant, paragraph 5, I now have the honour respectfully to request Government to allow me to redistribute the funds sanctioned for the Poona Vernacular College.

2. This institution on its present footing is an experiment. Mr. Howard, in December 1862, as Government are aware, constructed out of the Normal School at Poona a so-called Vernacular College, which had the additional object, besides training or improving Vernacular School Masters, of imparting to general students instruction in higher subjects, such as Political Economy and Natural Philosophy, by means of lectures in the Marathi language.

3. Wishing to ascertain the result of his experiment, Mr. Howard recently called for special reports on the working of the Vernacular College. Able reports were submitted, not only by the Educational Inspector Central Division, but also by Messrs. Krishna Shastri Chiplunkar, Kera Luxuman, Ramkrishna Gopal, and Narayen Bhai, who might be expected to consider the subject from a Native point of view.

4. These reports are unanimous in the opinion that the Vernacular College, while partially succeeding as a Training School for

Masters, has entirely failed as an institution for imparting superior general education through the medium of the Marathi language.

5. Ramkrishna Gopal writes on the subject as follows :—

“When the plan of Vernacular Colleges was first announced, it was hailed by several of my friends, and to some extent by myself, with joy. We thought that a superior vernacular scholarship would now grow up, and that a knowledge of European thought would become more general amongst our countrymen. These objects I still consider to be of so great importance that I cannot make up my mind altogether to condemn an institution which proposes to carry them out. But these ends may, I think, be secured in other ways. If, therefore, the plan about Vernacular Colleges be exposed to obstacles of a serious nature, we ought to feel no hesitation in giving it up.”

6. The following obstacles to the success of the Poona Vernacular College in its higher objects are clearly pointed out by Mr. Ramkrishna Gopal and the other persons consulted :—

(a) The Marathi language itself is not yet ripe for conveying the higher sciences; there are no books which the student can consult, and the lecturer, who has to construct his own terminology, can hardly make himself understood.

(b) The pupils, who are of course below the standard of College and High School students, cannot take in the ideas meant to be conveyed. Their minds are confused, and they complain of the lectures as long and wearisome.

(c) There is no inducement for any but those who mean to accept Government service as schoolmasters to attend the Vernacular College. Time or money spent on acquiring a little English is a much more profitable investment than the same devoted to acquiring a smattering of science. The higher instruction of the Vernacular College is thought to “lead to nothing.”

(d) It is certain that all natives in a place like Poona who possess any curiosity, or desire of knowledge for its own sake, desire first of all to learn English. For this purpose they will, if they can, attend the Government High Schools. Thus it is reported by the Principal that the only paying

students (seven in number) now on the rolls appear to be only poor boys, who manage to pay the fee in anticipation of being some day made stipendiary scholars, and also that those who are able to pay wish to learn English exclusively, and leave on the first opportunity of entering the High School.

7. From the unanimous testimony, then, of the Inspector, the Principal, the Native gentlemen employed as Lecturers, and Mr. Narayen Bhai, it appears certain that the Poona Vernacular College fails in its higher and more general aims, and at the same time is diverted from the discharge of its more necessary functions as a Training School for Vernacular School Masters.

8. The cost to Government of the institution is Rupees 855 per mensem; the total cost of the education of each pupil is about Rupees 218 per annum. For this outlay a certain number of very imperfectly trained schoolmasters has been provided for the department. Certainly, not one cultivated Marathi scholar has been turned out.

9. I propose, then, with the permission of Government, to make such changes in the institution as may tend to render it a more efficient Training School, giving a better return to Government for the money expended upon it. To do this it will be necessary to abandon all attempt at lectures on scientific subjects, and, on the other hand, to insist upon a solid elementary instruction in such subjects as Vernacular School Masters require. I propose, as recommended in all the reports above mentioned, to introduce a larger amount of instruction in the English language, and at the same time, to prevent the institution being used for other than its proper objects, I propose to bind every stipendiary and free student attending it, by covenant, to serve in the department as a schoolmaster for a certain time and at a certain fixed rate of pay. I propose to name the institution the Poona Training College.

10. For the above ends a reconstruction of establishment will be necessary. I have already recommended the removal of Mr. Smith, the present Principal, to Ahmedabad, and the promotion of Mr. Krishna Shastri Chiplunkar to succeed him on a salary of Rs. 300. I now respectfully request that His Excellency the Governor will sanction the following redistribution:—

Expenditure from Government on the Poona Vernacular College.

Present.	Rs.	Proposed.	Rs.
Principal.....	460	Native Principal.....	300
Superintendent	100	Native Vice-Principal.....	120
Teacher	40	Teacher of English and Sans-	
Sanskrit do.....	40	krit	60
Master of Practising School.	30	Do. of Mathematics and Geo-	
Exhibitions.....	208	graphy	50
Rent	30	Master of Practising School.	30
Peon	7	Exhibitions	258
		Rent	30
		Peon	7
Rupees.. 855		Rupees.... 855	

I have the honour to be,

Sir,

Your most obedient Servant,

A. GRANT,

Director of Public Instruction.

CIRCULARS.

No. 802 OF 1865-66.

*Poona, Office of Director of Public Instruction,
16th September 1865.*

TO THE HEAD MASTERS, HIGH SCHOOLS.

SIR—I have the honour to inform you that the following rules are laid down for the administration of High Schools, and to request that in future you will be guided by the same:—

A.—The standard for entrance into High Schools is henceforth as follows:—

1st Head.—Arithmetic.

Reduction and Four Compound Rules.

2nd Head,—English.

- (a) Reading and explaining 3rd Book.
- (b) Writing Half-text.
- (c) Grammar, Parts of Speech.
- (d) Written Translation into English of simple Vernacular sentences.

3rd Head.—Vernacular.

- (a) Reading 4th Book, with explanation.
- (b) Writing.
- (c) Grammar, Declensions and Conjugations.

No boy is to be admitted into a High School under any circumstances without passing the above standard.

(NOTE.—The Educational Inspector will at his next annual visit remove from your lists all boys at present in your schools who do not come up to this standard.)

B.—An annual examination of each High School will be held by the Educational Inspector personally. The standards will be those laid down in the new rules for grants-in-aid. Immediately after the examination a report will be sent in to the Director of Public Instruction, and a copy at the same time furnished to the Head Master.

(NOTE.—Besides the above-mentioned there will be no other examination of High Schools made by this Department. School prizes and removal into upper classes will be entirely decided by the Head Masters, as at present.)

C.—Exhibitions in High Schools should be awarded annually by the Head Master at the same time as the College prizes, and, generally speaking, one to the best boy of each class.

D.—Head Masters should understand that they have the privilege of granting leave of absence to their subordinates, according to the rules, on their own responsibility, without further reference.

E.—All correspondence of Head Masters of High Schools with this department, except on matters of accounts, is to be conducted in each case directly between the Head Master and the Director of Public Instruction.

I have the honour to be, &c.,

A. GRANT,

Director of Public Instruction.

No. 1161 OF 1865-66.

*Poona, Office of the Director of Public Instruction,
11th November 1865.*

TO the ACTING PRINCIPAL, ELPHINSTONE COLLEGE,

and

THE PRINCIPAL OF THE POONA COLLEGE.

SIR,—I have the honour to request that in future no unmatriculated student may, on any consideration, be admitted to your College. You will henceforth abolish all examination for entrance, because certificates of matriculation and of good conduct at school will be sufficient to admit any one as a paying student, and without these no one is to be admitted to your College.

2. Unmatriculated students already in the College who shall fail to pass the next matriculation examination must be requested to leave the College.

3. Henceforth, as there will be no unmatriculated class in the College, the time of the Dakshina Fellows will no longer be expended in giving lessons in the vernacular languages. They should be employed to do the work of Tutors and Assistant Professors in such a way as best to ensure the solid grounding of the students in their different studies.

4. With regard to free admissions into the College, I would request attention to the following principles :—(a) that the number of free students must never exceed the proportion of twenty per cent. to the entire number in the College; (b) that free admissions must only be given where actual poverty can be shown; (c) that they must only hold good till the period of the next scholarship examination in the College.

I have the honour to be, &c.,

A. GRANT,

Director of Public Instruction.

NOTIFICATION.

ELPHINSTONE AND POONA COLLEGES.

Senior Scholarships.

Examinations for Senior Scholarships will in future be held annually, commencing on the first Monday in April, in accordance with the following regulations:—

1. Candidates, without restriction of age, will be eligible to enter the examination for Senior Scholarships who shall have passed the First Examination in Arts, or who shall be specially recommended by the College Professors.

2. Senior Scholarships will be awarded for excellence in separate subjects in the following proportions:—

For *Languages* there will be assigned in Elphinstone College—

Two First Class Scholarships.

Three Second Class Scholarships.

In Poona College—

Two First Class Scholarships.

Two Second Class Scholarships.

For *Mathematics* in Elphinstone College—

Two First Class Scholarships.

One Second Class Scholarship.

In Poona College—

One First Class Scholarship.

One Second Class Scholarship.

For *Natural Science* in Elphinstone College—

One First Class Scholarship.

One Second Class Scholarship.

In Poona College—

One First Class Scholarship.

One Second Class Scholarship.

The above Scholarships will each be tenable, under the usual conditions, for two years.

3. Standard.

Branch A.—Languages.

(a) English.

(b) Sanskrit or Latin.

Books to be brought up are, in English, Shakespeare; in Sanskrit, Kalidasa; in Latin, Virgil.

Papers.

- I. Translation from either Sanskrit or Latin into English, and *vice versâ*.
- II. Original English Composition in Prose or Verse.
- III. Questions on Kalidasa or Virgil.
- IV. Ditto on Shakespeare.

Branch B.—Mathematics.

Papers.

- I. Algebra and Trigonometry.
- II. Euclid.
- III. Analytical Geometry, Straight Line and Circle.
- IV. Differential Calculus, Simple Functions.

Branch C.—Natural Science.

Papers.

- I. Dynamics and Hydrostatics.
- II. Chemistry.
- III. Heat and Electricity.
- IV. Physical Geography.

4. No candidate shall be allowed to present himself for examination in more than one branch of subjects.

5. One hundred marks will be allotted to each paper, and a candidate to be successful will be expected to gain at least twenty marks on each paper.

A. GRANT,

Director of Public Instruction.

Poona, Office of the Director of Public Instruction,
10th November 1865.

No. 2058 or 1865-66.

Bombay, Office of the Director of Public Instruction,
19th March 1866.

To J. P. HUGHLINGS, Esq.,

Acting Principal, Elphinstone College.

SIR,—In supersession of former notifications, I have the honour to request that the following may be the general rules for the administration of Scholarships in your College :—

1. All Scholarships, both Senior and Junior, to be tenable for one year only.

2. The competition for Senior Scholarships to be absolutely restricted to candidates, of not more than three years' standing from their matriculation, who have passed the F. E. A. Examination.

3. The distinction between First Class and Second Class Senior Scholarships to be abolished. All Senior Scholarships to be of Rupees 20 per mensem each.

4. The following number of Senior Scholarships to be annually competed for :—

Languages	10
Mathematics	4
Natural Sciences	2
	16

5. The competition for Junior Scholarships to be open to all University undergraduates of not more than two years' standing, but one third of these Scholarships to be reserved for persons of less than one year's standing.

6. Junior Scholarships to be divided into (a) First Class Junior Scholarships of Rupees 15 each per mensem, (b) Second Class Junior Scholarships of Rs. 10 each per mensem.

7. The number of Junior Scholarships, dependent on the funds available after the distribution of Senior Scholarships, to be about the following :—

	Annually.
First Class Junior Scholars of Rs. 15	10
Second Class Junior Scholars of Rs. 10	18
	28

8. The above arrangements to be carried out, as far as possible, immediately, but present holders of two years' Scholarships not to be disturbed.

I have the honour to be, &c.,

A. GRANT,
Director of Public Instruction.

No. 2015 OF 1865-66.

*Bombay, Office of the Director of Public Instruction,
13th March 1866.*

TO W. WORDSWORTH, Esq.,
Principal, Poona College.

SIR,—In reference to the correspondence closing with your letter No. 71 dated 6th ultimo, and in correction of my notification of the rules for Senior Scholarships dated 10th November 1865, I have the honour to request that the following may be the permanent arrangements for Scholarships in Poona College :—

(a) Separate Sanskrit Scholarships to be discontinued, being merged in the Senior Scholarships for Languages.

(b) Exhibitions to be discontinued, being merged in the Junior Scholarships of the College.

(c) The monthly grant from Government of Rupees 275 to be distributed into eight Senior Scholarships of Rupees 20 each per mensem, and eleven Junior Scholarships of Rupees 10 each per mensem.

(d) Of the Senior Scholarships, six to be awarded for Languages, and two for Mathematics, in accordance with the standard laid down in the notification.

(e) All the above Scholarships, both Senior and Junior, to be tenable for one year only.

2. In addition to the above permanent arrangements, five additional Junior Scholarships of Rupees 10 per mensem each should be added for the ensuing year from the savings already in your hands.

3. The account of Poona College in the University Calendar should be altered in accordance with present modifications.

I have the honour to be, &c.,

A. GRANT,

Director of Public Instruction.

No. 2191 of 1865-66.

*Poona, Office of the Director of Public Instruction,
10th April 1866.*

The following arrangements for the summer vacation in High Schools of the Bombay Presidency (not in Sind) are prescribed for the present and future years :—

1. The Principal or Head Master in each case will formally close the High School on the morning of the 26th of April, by making an address to the assembled boys on their past conduct, and on any points of study or discipline to which he may wish to advert, and the vacation will then be considered to have commenced.

2. The Principal or Head Master will in each case formally reopen the High School after vacation on the morning of the 10th June, by himself calling the muster roll.

3. Whenever the 26th of April falls upon a Sunday, High Schools should be closed on the 25th idem. Whenever the 10th of June falls on a Sunday, High Schools should be opened on the 11th idem.

A. GRANT,
Director of Public Instruction.

APPENDIX H.

LETTER FROM PROFESSORS BÜHLER AND KIELHORN
PROPOSING A PLAN FOR A NEW EDITION OF
SANSKRIT CLASSICS.

TO SIR ALEXANDER GRANT, Bart.,
Director of Public Instruction, Bombay.

SIR,—Since the establishment of a regular course of Sanskrit studies in connection with the Indian Universities, an urgent want for correct and cheap editions of the Sanskrit Classics, made in harmony with the principles of modern philology, has been felt both by the professors and by the students of the Indian High Schools and Colleges. Some attempts to supply this want have been made in Calcutta, at the suggestion and under the supervision of Professor Cowell, but, unfortunately, they have been interrupted by Professor Cowell's departure from India, and the editions published extend only over a very small part of the field of Sanskrit classical literature.

2. Considering the great interests at stake, it seems to us highly desirable that a new attempt be made to produce a series of class-books for the study of the Sanskrit language. We beg, therefore, to submit to you the annexed plan for the publication of "A Collection of Sanskrit Classics for the use of Indian High Schools and Colleges." The principles of our plan are partly in accordance with those followed by Professor Cowell, but we trust that we have succeeded in adapting our plan still more to the requirements of modern criticism, and in making the books more generally serviceable for Anglo-Indian education by the addition of English notes, introductions, and collections of *varia lectiones*.

3. We beg to point out also that, besides its value for practical instruction, the publication of a series of critical editions of Sanskrit classics may be made a palestra for the young native Sanskritists, by

inviting their coöperation, and thus may serve to realize the high aims of Indian university education.

4. In order to ensure a greater stability for the undertaking, and to remove the material difficulties which authors in India have to battle with, we humbly beg to suggest that the collection be made a departmental undertaking under the conditions specified in our plan. We trust that though the undertaking, no doubt, will require a considerable outlay at the beginning, it will eventually cause no actual loss of money, especially if you should see fit to invite the assistance of the Directors of Public Instruction in other parts of India.

We have the honour to be, &c.,

(Signed) G. BÜHLER.

(Signed) F. KIELHORN.

A PLAN FOR THE PUBLICATION OF A COLLECTION OF SANSKRIT CLASSICS FOR THE USE OF INDIAN HIGH SCHOOLS AND COLLEGES.

I. Works to be included in the Collection of Sanskrit Classics :—

- | | |
|---------------------------------|------------------------------|
| 1. Kālidāsa's Raghuvamśa. | 10. Rātnāvali. |
| 2. Kālidāsa's Vikramorvas'ī. | 11. Bhavabhūti's Mālatīmā- |
| 3. Kālidāsa's Kumārasambhava. | dhava. |
| 4. Kālidāsa's Ritusamhara. | 12. Veṇīsamhara. |
| 5. Kālidāsa's Mālavikāgnimitra. | 13. Kirātārjunīya. |
| 6. Kālidāsa's Nalodaya. | 14. Māgha's Śis'upālavadha. |
| 7. Bhartṛhari's Sentences. | 15. Daṇḍin's Da'sakumāracha- |
| 8. Panchatantra. | rita. |
| 9. Viśākhadatta's Mudrārāk- | 16. Bhāṇabhaṭṭa's Kādambarī. |
| shasa. | |

NOTE.—The Professors reserve to themselves to bring forward proposals for the enlargement of the above list if it seem advisable on further consideration.

II. Rules for editing the texts :—

1. Works for which commentaries are obtainable are to be edited with the commentaries or with verbal extracts from the same.

2. If more than one commentary exist, the oldest is to be chosen for edition, and, if possible, that redaction of it which is current in Western India.
3. The texts of the works are to be printed in strict conformity with the readings given by the commentaries.
4. The texts of works for which no commentary is procurable are to be based on manuscripts which give the same redaction; but, if it seem absolutely necessary, corrections from other redactions may be introduced.
5. A description of the manuscripts on which the edition is based, the chief *variae lectiones* contained in them, and corrections of the text made by the editor, are to be given in a separate appendix at the end of each work.

III. Orthography :—

1. The strictest attention is to be paid to the rules of Sanskrit orthography, as laid down by Pāṇini. In optional cases one principle is to be followed throughout the whole book.
2. Special rules of orthography :—
 - (a) It shall not be allowable to use the Anusvāra instead of the nasals in the interior of simple words or of a final dental *n*; e.g., write अङ्ग, not अंग; सिञ्चन्ती, not सिंचन्ती.
 - (b) It shall not be allowable to use the Anusvāra instead of a final *ṣ* (*m*) at the end of a sentence or verse, or before vowels.
 - (c) It shall not be allowable to use the Avagraha (*s*).
 - (d) It shall not be allowable to use European marks of interpunction.
 - (e) The words of a sentence or hemistich shall be written continuously only so far as it is made indispensable by the laws of Sandhi; e.g., आसीद्राजा नले नाम शोरेसन सुनी वली.

IV. Notes.—Short notes in English shall be added at the end of each book or fascicle, elucidating difficult points of grammar or construction, incidental questions regarding geography, history, mythology, philosophy, &c., and containing explanations of the metres, together with references to sources of fuller information.

V. Introduction.—An introduction is to be prefixed to each work or its first fascicle, detailing briefly the life of the author of the work, its position in literature, and a short summary of its contents.

VI. Form of the Books.—Each work is to be printed in octavo. Each work may be published in fascicles, with reference to the regulations of the Bombay University.

VII. Suggestions for the publication :—

1. The expenses of printing to be borne by the Department of Public Instruction, and the copyright to vest in it.
2. The editors to be remunerated at the rate of Rupees 30 per sheet of sixteen pages octavo, from which sum the editors are to defray the expenses of buying, copying, or collating manuscripts.
3. The publication of the books to be placed under the supervision of the Professors of Sanskrit at the Elphinstone and Poona Colleges, who will invite native Sanskrit scholars to join the undertaking.

(Signed) G. BÜHLER,

(Signed) F. KIELHORN.

No. 2350 of 1865-66.

Mahableshwur :

*Office of the Director of Public Instruction,
28th April 1866.*

To Professors G. BÜHLER and F. KIELHORN.

GENTLEMEN,—I beg to communicate my most cordial approval of your plan (forwarded to this office in a letter without date) for the preparation of a series of Sanskrit Classics for the use of Indian High Schools and Colleges. By carrying out this plan, with the subordinate coöperation of native scholars, you will doubtless do much to promote Sanskrit learning.

2. I shall be most happy to undertake the publication of your series as a departmental enterprise. I will only stipulate (1) that I be consulted as to each separate book before the editing of it is commenced, and (2) that the title of your series shall contain some specific reference to the Bombay Department of Public Instruction.

3. With these provisos, I shall be glad if you will forward for sanction your proposals for the particular works to be at once commenced, stating whether your editions of these works are intended for Collegiate or for High School use. I am of opinion that the most saleable works of the series should be first taken in hand.

4. I shall have the honour of printing your letter under reference in my next annual Report, with a view of attracting notice to your projected series.

I have the honour to be, &c.,

A. GRANT,

Director of Public Instruction.

APPENDIX I.

STATEMENT showing the Number and Value of English and Vernacular Books disposed of during the official year 1865-66 in the Central and Subordinate Depôts:—

NAMES OF BOOKS.	No. of Copies sold.	Price per Copy.	Amount.	Total.
ENGLISH.		Rs. a. p.	Rs. a. p.	Rs. a. p.
Howard's Primer.....	16,949	0 1 0	1,059 5 0	
Ditto Second Book, Part I.....	7,697	0 2 0	962 2 0	
Ditto ditto Part II.....	4,007	0 4 0	1,001 12 0	
Ditto Third Book, Part I.....	633	0 6 0	237 6 0	
Ditto ditto.....	2,486	0 7 0	1,087 10 0	
Ditto ditto Part II.....	1,504	0 8 0	752 0 0	
Ditto ditto.....	149	0 7 0	65 3 0	
Ditto Rudimentary Grammar.....	3,519	0 4 0	879 12 0	
Ditto Senior Grammar.....	466	1 0 0	466 0 0	
Ditto ditto.....	271	0 14 0	237 2 0	
Ditto Notes on the English Article.....	89	0 3 0	16 11 0	
Ditto ditto.....	1	0 3 6	0 3 6	
Ditto Notes on the Verb.....	109	0 8 0	54 8 0	
Ditto First Book of English Poetry.....	3,133	0 3 0	587 7 0	
Irish Series, Sequel No. I. to Second Book ..	957	0 4 0	239 4 0	
Ditto No. II. ditto.....	369	0 4 0	92 4 0	
Ditto Supplement to Fourth Book.....	576	0 8 0	288 0 0	
Ditto ditto Fifth Book.....	370	0 8 0	185 0 0	
Annals of England, 3 vols.....	2	6 12 0	13 8 0	
Arnold's Spelling Turned Etymology, Part I.....	39	1 4 0	47 8 0	
Ditto Lectures on Modern History.....	7	4 4 0	29 12 0	
Aldrich's Logic.....	21	2 0 0	42 0 0	
Arbuckle's Tale for Young People.....	2	1 4 0	2 8 0	
Adams's English Language.....	18	2 4 0	40 8 0	
Ditto ditto.....	1	2 0 0	2 0 0	
Alison's Epitome of the History of Europe ..	4	4 4 0	17 0 0	
Ditto ditto.....	1	4 0 0	4 0 0	
Addison's Works, 6 vols.....	2	10 8 0	21 0 0	
Quarrel's Etymological Dictionary.....	7	2 8 0	17 8 0	
Butler's Analogy and Sermons.....	3	1 12 0	8 12 0	
Bechstein's Cage Birds.....	3	3 12 0	11 4 0	
Bacon's Essays and Historical Works.....	14	1 12 0	24 8 0	
Ditto ditto.....	15	2 4 0	33 12 0	
Brougham's Statesmen of the Time of George III.....	6	7 8 0	45 0 0	
Carried over...Rs.				

NAMES OF BOOKS.	No. of Copies sold.	Price per Copy.	Amount.	Total.
ENGLISH—continued.		Rs. a. p.	Rs. a. p.	Rs. a. p.
Brought forward....Rs.	..	....	....	....
Bacon's Advancement of Learning (Bombay edn.)	8	1 8 0	12 0 0	
Ditto ditto	2	2 8 0	5 0 0	
Bombay University Calendar	32	1 0 0	32 0 0	
Boy's Play Book of Science	17	3 0 0	51 0 0	
Ballad Book	4	2 4 0	9 0 0	
Byron's Childe Harold	6	0 8 0	3 0 0	
Ditto ditto	5	0 12 0	3 12 0	
Berquin's Children's Friend	142	0 8 0	71 0 0	
Bowman's Common Things	9	0 12 0	6 12 0	
Ditto Young Exiles	8	1 12 0	14 0 0	
Brown's Dictionary of Mixed Dialects	3	3 0 0	9 0 0	
Brick and Tile Making	1	1 8 0	1 8 0	
Bulwer's Rienzi	7	1 4 0	8 12 0	
Ditto ditto	2	1 0 0	2 0 0	
Ditto My Novel, 2 vols.	2	2 8 0	5 0 0	
Bacon's Novum Organum ..	4	2 8 0	10 0 0	
Balfour's Botany	2	15 12 0	31 8 0	
Bloxam's Principles of Gothic Ecclesiastical Architecture	1	2 0 0	2 0 0	
Burnet's History of his own Times	1	7 12 0	7 12 0	
Butler's Introduction to Geography	1	0 8 0	0 8 0	
Beautés de la Poésie Française	1	2 0 0	2 0 0	
Rosworth's Anglo-Saxon Grammar	1	2 4 0	2 4 0	
Browne's Religio Medici	2	2 13 0	5 10 0	
Ditto ditto	2	1 0 0	2 0 0	
Boswell's Tour to the Hebrides	1	1 12 0	1 12 0	
Bell on the Hand	1	3 0 0	3 0 0	
Burnet's History of the Reformation	1	35 0 0	35 0 0	
Book Labels, per cent.	100	1 8 0	1 8 0	
Brinkley's Astronomy	1	6 0 0	6 0 0	
Bentham's Legislation	1	5 4 0	5 4 0	
Barret's Mechanics and Hydrostatics	1	3 0 0	3 0 0	
Barrow's Life of Drake	1	1 7 0	1 7 0	
Boys at Home	1	1 12 0	1 12 0	
Baillie's Land Tax of India	1	1 8 0	1 8 0	
Bernard's Romish Literature, Parts I. and II.	1	8 0 0	8 0 0	
Birkbeck's Geometrical Illustrations	1	2 4 0	2 4 0	
Colenso's Arithmetic (Large)	579	2 4 0	1,302 12 0	
Ditto ditto (Elementary)	88	0 14 0	77 0 0	
Ditto Algebra (Large), Part I.	392	2 4 0	882 0 0	
Ditto ditto (Elementary)	67	0 12 0	50 4 0	
Cornwell's Arithmetic (Large)	100	2 4 0	225 0 0	
Ditto ditto (Elementary)	211	0 12 0	158 4 0	
Colenso's Algebra (Large), Part II.	1	3 8 0	3 8 0	
Carpenter's Spelling Book	53	0 12 0	39 12 0	
Country Curate	3	1 0 0	3 0 0	
Cooper's Pioneers	10	1 0 0	10 0 0	
Ditto	1	0 12 0	0 12 0	
Copy-books	2,581	0 2 0	322 10 0	
Carried over....Rs.	..	....	....	....

Names of Books.	No. of Copies.	Price per Copy.	Amount.	Total.
English—continued.		Rs. a. p.	Rs. a. p.	Rs. a. p.
Brought forward .. Rs.	..	....	....	....
Coleridge's Aids to Reflection	1	3 0 0	3 0 0	
Correspondence on the subject of the Marathi Dnyan Prasarak Magazine.....	1	0 12 0	0 12 0	
Colebrooke's Digest of Hindu Law	2	29 0 0	58 0 0	
Clough's History of Greece	1	3 8 0	3 8 0	
Cassell's English Language	1	1 12 0	1 12 0	
Capin on Engineering	1	13 0 0	13 0 0	
Coleridge's Poems.....	1	3 0 0	3 0 0	
Ditto Friend, 2 vols.....	1	7 0 0	7 0 0	
Ditto Church and State	1	2 8 0	2 8 0	
Ditto Confession of Inquiring Spirits	1	2 0 0	2 0 0	
Ditto Essays on his own Times, 3 vols. ..	1	9 0 0	9 0 0	
Ditto Political Notes &c.	2	3 0 0	6 0 0	
Ditto English Dramas	1	3 0 0	3 0 0	
Ditto Lay Sermons	1	2 8 0	2 8 0	
Ditto Works.....	7	1 8 0	10 8 0	
Ditto Ancient Mariner	1	0 2 0	0 2 0	
Capin's Optical Problems	1	2 0 0	2 0 0	
Catechism of the History of Maharashtra....	5	0 5 0	1 9 0	
Cornwall's Young Composer	139	0 12 0	104 4 0	
Craik's English of Shakespeare	4	2 8 0	10 0 0	
Cowper's Poetical Works	24	2 8 0	60 0 0	
Cornwall's Geography	128	1 12 0	224 0 0	
Copyslips (Smith's)	2,722	0 4 0	680 8 0	
Ditto ditto	184	0 5 0	57 8 0	
Ditto (Scott's)	7	0 3 0	1 5 0	
Craik's English of Shakespeare	2	3 12 0	7 8 0	
Coleridge's Table Talk	1	3 0 0	3 0 0	
Chambers's Natural Philosophy, Part I., Matter and Motion	42	0 7 0	18 6 0	
Ditto ditto Part II., Mechanics....	8	0 7 0	3 8 0	
Ditto ditto Part III., Hydrostatics....	4	0 7 0	1 12 0	
Ditto Chemistry	33	1 8 0	49 8 0	
Ditto ditto Rudiments of ditto ..	4	1 4 0	5 0 0	
Ditto History of English Literature....	14	1 4 0	17 8 0	
Ditto ditto ditto	1	1 8 0	1 8 0	
Ditto Moral Class Book.....	84	0 12 0	63 0 0	
Ditto Tales for Travellers	7	2 8 0	17 8 0	
Ditto Biography.....	33	1 4 0	41 4 0	
Ditto Practical Mathematics	6	4 4 0	25 8 0	
Ditto History of Greece.....	4	1 4 0	5 0 0	
Ditto ditto Rome.....	2	1 4 0	2 8 0	
Ditto Ancient History	14	1 8 0	21 0 0	
Ditto Logarithm Tables.....	1	2 4 0	2 4 0	
Ditto Cyclopaedia of English Literature....	4	7 0 0	28 0 0	
Classic Tales	58	1 12 0	101 8 0	
Chambers's Biography.....	2	1 0 0	2 0 0	
Ditto Repository	1	6 0 0	6 0 0	
Ditto Papers for the People	2	9 0 0	18 0 0	
Cicero's Academica	1	2 8 0	2 8 0	
Carried over .. Rs.	..	....	....	....

NAMES OF BOOKS.	No. of Copies.	Price per Copy.	Amount.	Total.
ENGLISH—continued.		Rs. a. p.	Rs. a. p.	Rs. a. p.
Brought forward....Rs.	..			
Chambers's Grammar	14	1 4 0	17 8 0	
Ditto Plain Geometry	6	1 4 0	7 8 0	
Ditto ditto	31	1 0 0	31 0 0	
Dawes's Suggestive Hints	14	1 4 0	17 8 0	
De Morgan's Algebra and Trigonometry	1	3 0 0	3 0 0	
Ditto Arithmetic	1	2 8 0	2 8 0	
Don Quixote	17	3 0 0	51 0 0	
Duff's History of the Marathas, 3 vols. 4	3	18 0 0	54 0 0	
Duncan's Geography	9	0 8 0	4 8 0	
Demosthenes's Olynthiacs and Philippics	1	2 0 0	2 0 0	
De Morgan's Logic	1	3 8 0	3 8 0	
Dictionary of Quotations	1	3 12 0	3 12 0	
Euclid's Elements, Book I.	405	0 4 0	161 4 0	
Elements of Geography	1	0 8 0	0 8 0	
Essays on Social Subjects, from the Saturday Review	9	3 12 0	33 12 0	
Esop's Fables (Murray's edn.)	104	1 4 0	130 0 0	
Ditto ditto	3	1 8 0	4 8 0	
Elphinstone School Paper	37	0 4 0	9 4 0	
Educational Record	63	0 6 0	23 10 0	
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Kadambari (Calcutta edition).....	10	7 0 0	70 0 0	
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Ditto Part II.....	14	6 8 0	91 0 0	
Uttar Ramacharitra.....	12	1 4 0	15 0 0	
Vedant Brahmasutra.....	14	9 12 0	136 8 0	
Grammar (Williams's).....	1	7 0 0	7 0 0	
Malavikagni Mitra Natak.....	2	4 4 0	8 8 0	
Manava Dharam Shastra, Adhyaya II., edited by Dr. Bühler.....	6	0 8 0	3 0 0	
Pathavali.....	9	0 3 0	1 11 0	
Vishnu Shastri Pandit's Dhatu Kosa.....	2	2 8 0	5 0 0	
Bhagavat Gita.....	16	1 2 0	18 0 0	
Ditto.....	4	1 0 0	4 0 0	
Laghu Kaumudi.....	8	1 1 0	8 8 0	
Hitopdesh.....	1	0 8 0	0 8 0	
Puran Sangraha.....	1	1 0 0	1 0 0	
Cha'tanya Chandrodaya Natak.....	1	2 4 0	2 4 0	
Kavyadarsa.....	1	3 12 0	3 12 0	
Vaisesik Daršana.....	1	3 12 0	3 12 0	
Nyaya Daršana.....	1	2 4 0	2 4 0	
Sahitya Darpana.....	1	6 8 0	6 8 0	
Malati Madhava Natak.....	1	3 4 0	3 4 0	
Bhatti Kavya.....	1	27 0 0	27 0 0	
Vikramorvasi Natak.....	1	3 4 0	3 4 0	
Pingaladarsa.....	1	3 8 0	3 8 0	

Carried over....Rs.

NAMES OF BOOKS.	No. of Copies.	Price per Copy.	Amount.	Total.
SANSKRIT—continued.		Rs. a. p.	Rs. a. p.	Rs. a. p.
Brought forward . . . Rs.	..	....	....	....
Kavya Prakasa	1	3 4 0	3 4 0	
Nyaya Sutra	1	6 8 0	6 8 0	
Rigveda, Nos. 1 to 4	1	3 0 0	3 0 0	
First Book of Sanscrit, by Ramerishna Gopal Bhandarkar	96	0 9 0	54 0 0	
Ditto ditto	96	0 10 0	60 0 0	
Pancha Dasi	1	3 8 0	3 8 0	
Madhava Nidan	1	4 0 0	4 0 0	
Dharma Sindhu	2	4 0 0	8 0 0	
Isa, Ken, Katha, Prasna, Munda, Mandukya Upanishadhas	1	4 8 0	4 8 0	
Ratnavali Natak	1	2 0 0	2 0 0	
Sarangdhar	2	5 0 0	10 0 0	
Valmiki Ramayan	2	18 0 0	36 0 0	
Bhartra Hari's Niti Satak	2	0 4 0	0 8 0	
Ditto Shringar ditto	2	0 4 0	0 8 0	
Ditto Vairagya ditto	2	0 4 0	0 8 0	
Nirnaya Sindhu	3	6 0 0	18 0 0	
Bhatti Kavya	1	24 0 0	24 0 0	
Linga Purana	2	15 0 0	30 0 0	
Kartika Mahatmya	2	1 0 0	2 0 0	
Pratishtha Mayaksha	2	1 0 0	2 0 0	
Prayoga Ratna	2	1 8 0	3 0 0	
Sarasvata Vyakaran	2	1 8 0	3 0 0	
Muhurta Chintamani	2	1 12 0	3 8 0	
Sahitya Sar	1	5 8 0	5 8 0	
Santi Sar	2	2 8 0	5 0 0	
Vridha Chanakya	1	0 8 0	0 8 0	
Hari Vansa	1	9 0 0	9 0 0	
Sukla Yajurveda	1	115 0 0	115 0 0	
Bhagavat Gita	3	6 8 0	19 8 0	
Amar Kosha, by Anant Shastri Talekar	50	2 0 0	100 0 0	
SANSKRIT AND ENGLISH.				3,561 15 6
Arnold's Hitopadesh	161	2 8 0	402 8 0	
Benfey's Grammar	62	3 12 0	232 8 0	
Williams's ditto	5	5 12 0	28 12 0	
Ditto Dictionary	3	47 0 0	141 0 0	
Wilson's ditto	2	142 0 0	284 0 0	
Haug's Translation of Aitareya Brahmanam, with text	6	20 0 0	120 0 0	
HINDUSTANI.				1,208 12 6
Khulase Nizam Sarasi	9	0 2 0	1 2 0	
Jami ool Hikayat	181	0 10 0	113 2 0	
Jami Chanuma, Part I.	2	0 6 0	0 12 0	
Talimnama, Part I.	520	0 9 0	295 14 0	
Ditto Part II.	54	0 8 0	27 0 0	
A Moral Story	28	0 3 0	5 4 0	
Ditto	11	0 4 0	2 12 0	
Carried over . . . Rs.	..	....	....	....

NAMES OF BOOKS.	No. of Copies.	Price per Copy.	Amount.	Total.
HINDUSTANI—continued.				
		Rs. a. p.	Rs. a. p.	Rs. a. p.
Brought forward....Rs.	..	...	....	....
Map of Kurrachee.....	4	0 3 0	0 12 0	
Kasidan Shai.....	1	0 4 0	0 4 0	
Map of Hindustan.....	10	0 2 0	1 4 0	
Map of the World.....	4	0 2 0	0 8 0	
Rekha Ganit.....	2	0 8 0	1 0 0	
Jaftai Aliaman.....	1	5 4 0	5 4 0	
Tawarik Shaf.....	1	0 10 0	0 10 0	
Mouza ooli San.....	41	0 3 0	7 11 0	
Kavaid ool Moobtadi.....	14	0 8 0	7 0 0	
Ditto ditto.....	1	0 4 0	0 4 0	
Updesh Katha.....	33	0 4 0	8 4 0	
Sinhasan Battisi.....	16	1 0 0	16 0 0	
Vetal Pachavisi.....	16	0 12 0	12 0 0	
Vridha Satsai.....	1	0 8 0	0 8 0	
Vidyankur.....	1	0 4 0	0 4 0	
				507 7 0
CANARESE AND ENGLISH.				
Reeve's Dictionary.....	6	12 5 0	73 14 0	
Haddon's Grammar.....	11	2 2 0	23 6 0	
Dictionary.....	14	2 12 0	38 8 0	
Ditto (Garret's).....	14	3 0 0	42 0 0	
				177 12 0
ANGLO-MARATHI.				
Alphabetical Plates, plain.....	33	0 0 3	0 8 3	
Ditto ditto mounted.....	93	0 2 0	11 10 0	
Candy's English and Marathi Dictionary....	33	18 0 0	594 0 0	
Baba Padmanji's Abridgment of Molesworth's Marathi and English Dictionary.....	66	5 0 0	330 0 0	
Exercises in Tenses.....	4	0 5 0	1 4 0	
Johnston's Map of Asia.....	102	5 0 0	510 0 0	
Ditto of Europe.....	245	4 8 0	1,102 8 0	
Ditto of the World.....	77	5 0 0	385 0 0	
Molesworth's Marathi and English Dictionary.	14	36 0 0	504 0 0	
Elementary Grammar, with translation....	34	0 10 0	21 4 0	
Children's Companion, Part I.....	2	0 2 6	0 5 0	
Ditto ditto.....	10	0 3 0	1 14 0	
Vocabulary of the English Series.....	260	1 0 0	260 0 0	
School Dialogues.....	1,230	0 2 0	154 14 0	
Ditto.....	12	0 4 0	3 0 0	
School Dictionary.....	1,434	1 12 0	2,509 8 0	
Help to Conversation.....	131	1 8 0	196 8 0	
				6,586 3 3
Grand Total....Rs.	..	...	....	1,03,450 9 3

MA'DHAVA NA'RA'YAN SHIRGA'ONKAR,

Curator.

Bombay, 28th July 1866.

APPENDIX J.

RETURN of the Books patronized and Periodicals subscribed and paid for by the Director of Public Instruction during the year 1865-66.

No.	Name of Periodicals and Publications.	By whom Edited or Published.	In what Language.	No. of Copies subscribed for.	Total No. of Copies received.	Price per Copy.	Total Amount paid during the year.	Remarks.
1	2	3	4	5	6	7	8	9
						Rs. a. p.	Rs. a. p.	
1	Bombay Educational Record.	R. G. Oxenham, Esq.	English	61	681	0 6 0	2 8 6	
2	Madras Journal of Education.	Messrs. Graves, Cookson, and Co.	Ditto	10	120	0 3 6	....	
3	Punjab Educational Magazine.	Director of Public Instruction, Punjab.	Ditto	10	100	0 13 4	....	
4	Bombay Builder	Manager Bombay Builder	Ditto	1	10	2 8 0	30 0 0	
5	Marathi School-Paper	Krishna Shastri Chiplankar, Esq.	Marathi	63	728	0 1 6	56 14 6	
6	Marathi Dayan Prasarak	Marathi Dayan Prasarak Society	Ditto	50	550	0 4 0	150 0 0	
7	Sarva Sangraha	Mr. Mahadev Chandreba	Ditto	24	132	0 8 0	72 0 0	
8	Gujarati School Paper	Rao Sahab Malipatram Rupram	Gujarati	104	1,124	0 1 4	125 0 0	
9	Buddhi Prakash	Gujarat Vernacular Society	Ditto	30	360	0 1 4	15 0 0	
10	Buddhi Vardhak Magazine	Buddhi Vardhak Society	Ditto	34	128	0 3 0	39 6 0	
11	Gujarati Dayan Prasarak	Gujarati Dayan Prasarak Society	Ditto	20	80	0 6 6	97 8 0	
12	Lights and Shades of the East.	Mr. Framjee Bomanjee	English	....	20	5 0 0	100 0 0	
13	Padya Ratnavali	Krishna Shastri Chiplankar, Esq.	Marathi	....	200	0 12 0	150 0 0	
14	Arabian Nights, Part V.	Ditto	Ditto	....	50	1 8 0	75 0 0	
15	Remembrance of Hindu Widows.	Mr. Vishnu Parashram Shastri	Ditto	....	75	1 0 0	75 0 0	
16	Jeykumari Vijaya Natak	Mr. Runchod Oodeyram	Gujarati	....	200	1 8 0	300 0 0	
17	Arogyata Suchak	Ditto	Ditto	....	100	0 12 0	75 0 0	
18	Ghasiram Kotwal (Translation)	Mr. Saharal Dalgatram	Ditto	....	25	2 0 0	50 0 0	
		Total..Rs.		....	....	....	1,669 2 6	

APPENDIX K.

STATEMENT showing the Application of the sum of Rupees (15,000) Fifteen Thousand for the Encouragement of Literature during the year 1865-66.

No.	Name and Subject of Book.	Author, Translator, Editor, or Publisher.	In what Language.	Amount of Copy-right paid to Author or Translator.	Number of Copies Printed.	Number of Copies Purchased from Author, Translator, Editor, or Publisher.	Total Amount.
1	2	3	4	5	6	7	8
1	<i>Bharat Champa Satik</i> (Verse and Prose on the Pandavas and Kauravas, with Commentary)	Kasinatha Wasudeva Khandekar (Publisher)	Sanscrit ..	....	....	30	Rs. a. p. 108 0 0
2	<i>Pingala Larasa</i> (A treatise on Prosody in verse)	Kavi Hirachand Kanji Sha (Author)	Gujarati ..	....	....	100	280 0 0
3	<i>Arabi Bhashatil Suras va Chamat-karika Goshai, Bhag V.</i> (Arabian Nights translated)	Krishna Shastri Chiplunkar (Translator)	Marathi ..	....	....	100	135 0 0
4	<i>Geography of India</i>	George Duacan (Author)	English ..	....	....	100	50 0 0
5	<i>Gagan Satak, Bhag III.</i> (One Hundred Songs on various subjects, Part III.)	Kavi Hirachand Kanji Sha (Author)	Gujarati ..	....	....	200	63 12 0
6	<i>Suras Kalahantu Sangraha</i> (Arabian Nights translated)	Venkat Rango Mudholkar (Translator)	Canarese ..	200 0 0	2,000	....	1,350 0 0

7	<i>Vrita Ratnagar</i> (A treatise on Sanscrit Metres)	Jetharam Mukarji Joshi (Editor)	Gujarati ..	....	50	28 2 0
8	<i>Nasaurtha bodha</i> (A work in verse describing the characteristics of 121 different tempers of man)	Kavi Hirachand Kanji Sha (Author)	Gujarati ..	....	400	150 0 0
9	<i>Padya Ratnavali</i> (Translation of Meghaduta)	Krishna Shastri Chiplunkar (Translator)	Marathi ..	....	300	202 8 0
10	<i>Jatibheda Vivakar</i> (Reflections on the institution of Caste)	Tukaram Tatia Padaval (Author)	Marathi ..	....	200	150 0 0
11	<i>Sulochana ani Madhava</i> (An entertaining tale)	Ramechandra Bhikaji Gokhle (Author)	Marathi ..	....	500	475 0 0
12	<i>Dhatu Kosha</i> (Dictionary of Verbs) ..	Vishnu Parashram Shastri Pandit (Author)	Sanscrit & Marathi ..	550	....	2,150 9 4
13	<i>Vrita Darpan</i> (A treatise on Marathi Prosody)	Parashram Ballal Godbole (Author)	Marathi ..	....	....	300 0 0
14	<i>Anusaudi Vidyā</i> (Materia Medica) ..	Narayan Daji Lad (Author) ..	Marathi ..	300	....	1,000 0 0
15	<i>Rasayan Shastra</i> (Chemistry)	Ditto ditto	Marathi ..	79	....	1,494 8 0
16	<i>Mukta Mala</i> (An entertaining tale) ..	Laxman Moreswar Shastri Halbe (Author)	Marathi ..	....	200	213 12 0
17	<i>Laghu Vyakaran</i> (Rudimentary Grammar)	Dadoba Pandurang Tatkhaikar (Author)	Marathi ..	10,000	....	500 0 0
18	<i>Educational Record</i>	Professor Oxenham (Editor) ..	English ..	....	20	90 0 0
19	Payments to the Dastur Hoshangji Jamsaji for editing Pehlvi texts ..	.....	....	....	....	150 0 0
Total .. Rs.				....	....	8,831 3 4

ACCOUNTS OF THE ELPHINSTONE

Dr.

Abstract Account of Receipts and Disbursements

RECEIPTS.	Elphinstone Institution Fund.	Elphinstone Professorship Fund.	West Scholarship Fund.	Clare Scholarship Fund.	TOTAL.
	Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.
Interest on Funded Capital .	5,790 0 0	18,031 0 0	1,158 9 2	1,748 10 6	26,728 4 2
Fees from the High School..	12,658 5 9	2,440 0 0	....	....	15,098 5 9
Subscriptions	465 0 0	2,400 0 0	....	....	2,865 0 0
Annual Allowance from Government.....	20,000 0 0	22,000 0 0	1,124 0 0	1,632 0 0	44,756 0 0
Anticipated Interest recover- ed on the 1st of January, and due on the 1st of May, 1866 .. .. .	....	5,472 11 4	368 15 8	479 8 0	6,321 3 0
Refund from Dr. Haines on account of Salary for De- cember .....	....	200 0 0	....	....	200 0 0
Total....Rs.	38,853 5 9	50,543 11 10	2,651 8 10	3,860 30	95,908 13 5

We, the undersigned, have examined these accounts, and have found them correct.

(Signed)

VENAYEKRAO JUGGONNATHJEE SUNKERSETT.
BHAWOO DAJEE.

Bombay, 30th April 1866.

DIX L.

FUNDS FOR 1866.

from 1st May 1865 to 30th April 1866.

Cr.

DISBURSEMENTS.	Elphinstone Institution Fund.	Elphinstone Professorship Fund.	West Scholarship Fund.	Clare Scholarship Fund.	TOTAL.
	Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.
Establishment of the High School	24,594 10 9	....	....	....	24,594 10 9
Ditto of the Trustees of the Elphinstone Funds	3,583 0 0	....	....	....	3,583 0 0
Ditto of the Elphinstone College. ....	....	42,940 3 4	....	....	42,940 3 4
Gymnasium Master's Pay. ....	....	170 0 0	....	....	170 0 0
Establishment of the West and Clare Scholarship Funds .....	....	....	2,176 11 7	3,098 11 11	5,275 7 6
Professor Harkness's two-thirds Pension .....	....	4,000 0 0	....	....	4,000 0 0
<i>Contingencies.</i>					
Alterations and Repairs to Buildings	182 8 0	....	....	....	182 8 0
Books and Stationery	310 14 0	....	....	....	310 14 0
Sundries	469 9 1	317 14 0	....	....	787 7 1
House Rent .....	....	5,291 0 0	....	....	5,291 0 0
Pension to Native Schoolmaster	219 0 0	....	....	....	219 0 0
Bank of Bombay, Commission on Interest realized	14 7 7	58 12 1	3 13 3	5 9 2	82 10 1
					87,436 12 9
Anticipated Interest ....	....	....	....	....	6,321 3 6
					93,758 0 3
Surplus.....	....	....	....	....	2,150 13 2
Total....Rs.	29,374 1 5	52,777 13 5	2,180 8 10	3,104 5 1	95,908 13 5

(Errors Excepted)

(Signed) G. C. M. BIRDWOOD, Secretary.

GAEKWAR SCHOLARSHIP FUND.

Dr. *Abstract Account of Receipts and Disbursements from 1st May 1865 to 30th April 1866.* Cr.

1866	Rs. a. p.	1865	Rs. a. p.
May 1 Balance of last year's Account	73 15 0	April 30 Scholarship Allowance for twelve months ..	200 0 0
1866			
April 30 Interest on Funded Capital, viz., Rs. 6,000..	250 0 0	Bank of Bombay, Commission on Interest realized	0 10 0
		Balance in the Government Treasury	200 10 0 63 5 0
Total..Rupees	323 15 0	Total.....Rupees	323 15 0

(Errors Excepted)

(Signed) G. C. M. BIRDWOOD, Secretary.

We, the undersigned, have examined these accounts, and have found them correct.

(Signed)

VENAYEKRAO JUGGONNATHJEE SUNKERSETT.

BHAWOO DAJEE.

Bombay, 30th April 1866.

FORT BRANCH SCHOOL.

Dr. *Abstract Account of Receipts and Disbursements from 1st May 1865 to 30th April 1866.* Cr.

	Rs. a. p.	Rs. a. p.		Rs. a. p.
1865				
May 1	Balance of last year's Account	455 0 0	April 30	Establishment for twelve months.....
				4,791 0 0
1866			"	House Rent do.
				936 0 0
April 30	Fees collected from Pupils | .....	6,188 8 0	"	Sundries
				81 5 2
"	Subscriptions	60 0 0	"	Books for Prizes.....
				100 0 0
"	Interest on Funded Capital	105 0 0	"	Bank Commission on Interest realized.....
				0 4 2
				5,968 9 4
				839 14 8
	Total...Rupees	6,808 8 0		Total...Rupees
				6,808 8 0

(Errors Excepted)

(Signed) G. C. M. Birdwood, Secretary.

We, the undersigned, have examined these accounts, and have found them correct.

(Signed) VENAYEKRAO JUGGONNATHJEE SUNKERSETT.

" BHAWOO DAJEE.

Bombay, 30th April 1866.

BELL PRIZE FUND.			Cr.
Dr.			
1865		Rs. a. p.	Rs. a. p.
May 1	Balance of last year's Account.....	338 9 4	0 2 6
1866			
April 30	Interest on Funded Capital, viz., Rs. 1,500, at 4 per cent.....	60 0 0	398 6 10
	Total.....Rupees	398 9 4	Total.....Rupees 398 9 4

(Errors Excepted)

(Signed) G. C. M. BIRDWOOD, Secretary.

We, the undersigned, have examined these accounts, and have found them correct.

(Signed) VENAYEKRAO JUGGONNATHJEE SUNKERSETT.
" BHAWOO DAJEE.

Bombay, 30th April 1866.

GUNPUTRAO VITHAL PRIZE FUND.

Dr.

1865 May 1 Balance of last year's Account	Rs. a. p. 421 12 1	1866 April 30 Bank of Bombay, Commission on Interest realized	Rs. a. p. 0 3 0
1866 April 30 Interest on Funded Capital at 5 per cent. ..	75 0 0	Balance in the Government Treasury	496 9 1
Total.....Rupees	496 12 1	Total.....Rupees	496 12 1

(Errors Excepted)

(Signed) G. C. M. BIRDWOOD, Secretary.

We, the undersigned, have examined these accounts, and have found them correct.

(Signed) VENAYEKRAO JUGGONNATHJEE SUNKERSETT.

BHAUOO DAJEE.

Bombay, 30th April 1866.

DR.	RAJA OF DHAR PRIZE FUND.		CR.	
	Rs. a. p.	1866	Rs. a. p.	
1865				
31 May	1 Balance of last year's Account	204 2 9	Bank of Bombay, Commission on Interest realized	0 1 8
1866				
April 30	Interest on Funded Capital, Rs. 1,000, at 4 per cent.	40 0 0	Balance in the Government Treasury	244 1 1
Total.....Rupees		244 2 9	Total.....Rupees	
			244 2 9	

(Errors Excepted)

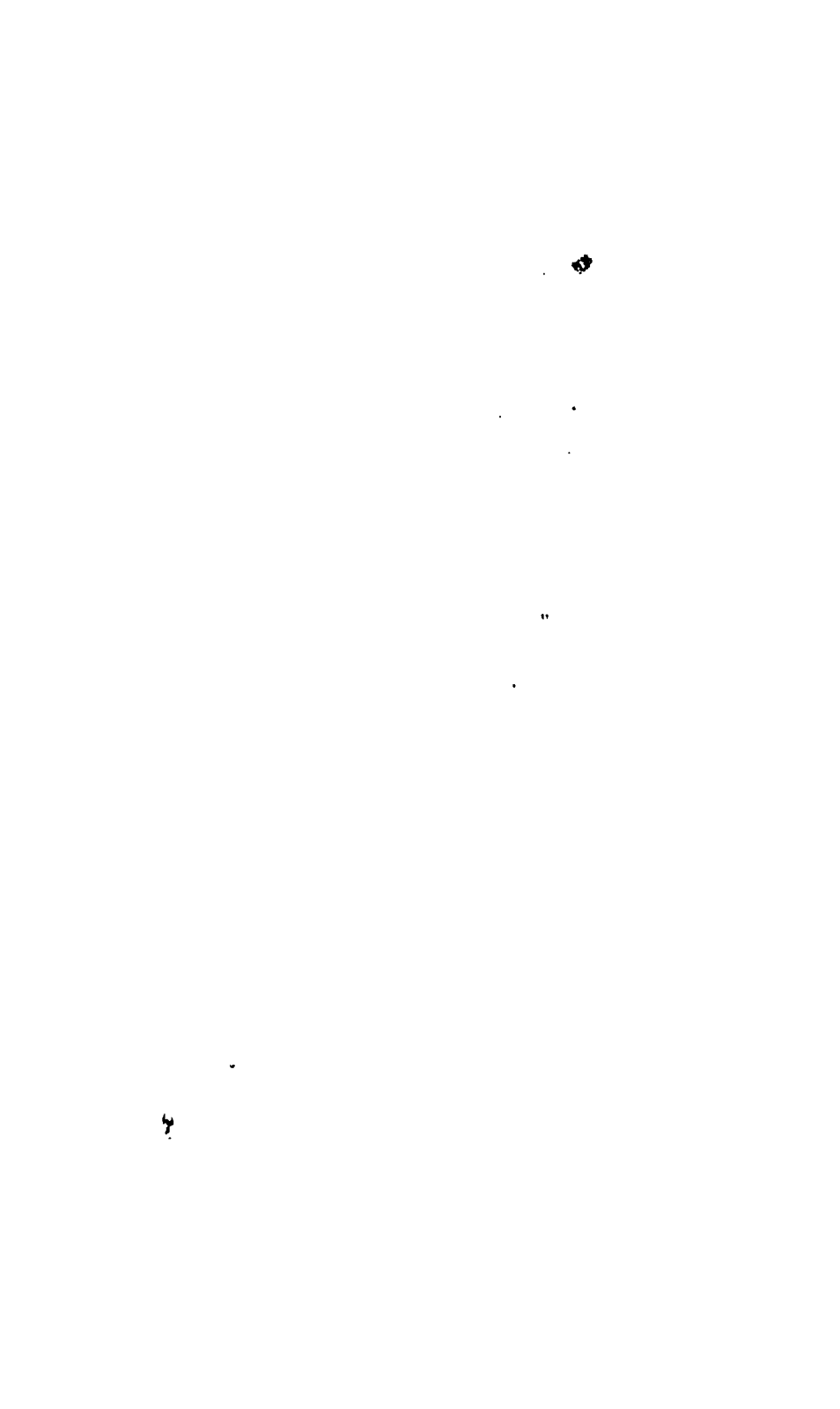
(Signed) G. C. M. BIRDWOOD, Secretary.

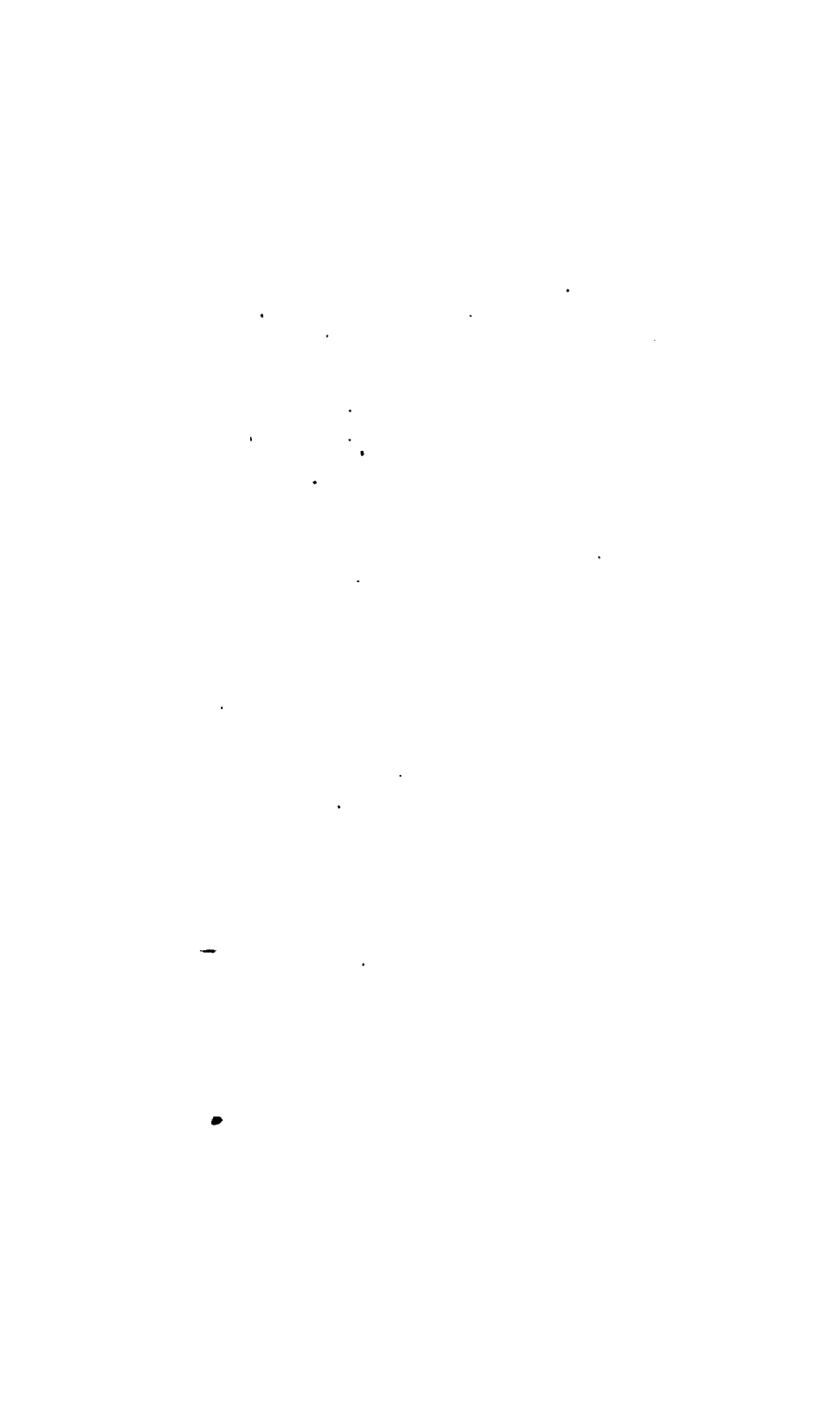
We, the undersigned, have examined these accounts, and have found them correct.

(Signed) VENAYEKRAO JUGGONNATHJEE SUNKERSSETT.

" BHAWOO DAJEE.

B. day, 30th April 1866.







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